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SPECIAL EDUCATION POLICIES FOR AMERICAN INDIAN AND ALASKA NATIVE EXCEPTIONAL STUDENTS:

A Development and Resource Guide

THE COUNCIL FOR EXCEPTIONAL CHILDREN

SPECIAL EDUCATION POLICIES FOR AMERICAN INDIAN AND ALASKA NATIVE EXCEPTIONAL STUDENTS:

A DEVELOPMENT AND RESOURCE GUIDE

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by

Bruce A. Ramirez

and

Cathe McCall Hockenberry

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

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FOREWORD

During the past decade and a half, the Nation has witnessed significant advances in public policy concerning the availability and appropriateness of educational opportunities for handicapped children and youth based upon the principles of equal opportunity and equal protection as stated in law and the U.S. Constitution. Foremost among the federal, state and judicial mandates to provide handicapped children with a free appropriate public education are The Education for All Handicapped Children Act of 1975, P.L. 94-142, and Section 504 of the Rehabilitation Act of 1973, P.L. 93-112. These landmark laws and their accompanying regulations have in essence established a base of national policy guaranteeing the educational rights of handicapped children.

As the changes in national policy have filtered down to state and local governments, policy makers as well as school administrators and their staff have become increasingly active in developing and adopting appropriate educational policy for exceptional children within their particular jurisdictions. While this movement to expand and refine special education policy and programs has been continuous in many of the Nation's schools, only recently has the uniqueness and the complexities inherent in carrying out this responsibility in state (public), Bureau of Indian Affairs (BIA), tribal or Indian community controlled and cooperative school systems serving American Indian and Alaska Native exceptional children residing on and near reservations including Alaska Native villages and former reservations in Oklahoma been recognized.

In addition to establishing comprehensive special education programs, these schools are faced with the additional challenge of providing services consistent with the cultural needs of Indian exceptional children. Further complicating the provision of services are the special administrative arrangements frequently associated with service delivery to Indian communities in rural, isolated and sometimes remote areas.

These difficulties have been further compounded by the absence of well-developed, consistent written policies governing the education of exceptional children in many of these schools. Without appropriate policy, there is no basis for building and monitoring effective programs over time. Written policy also contributes to the orderly operation of school programs in the following ways:

- Policies foster stability and continuity as well as assure smooth transitions when change takes place through staff turnover, which is a common occurence in many schools serving Indian communities.

- Policies keep the community informed about the school's goals and responsibilities on educational and operational matters.

- Policies provide a framework for school personnel to make decisions which minimize the opportunity for arbitrary and capricious action.

To assist public, BIA and tribal or Indian community controlled educational units in the difficult task of developing, expanding or refining appropriate policies, The Council for Exceptional Children, with support from the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare (now known as the Office of Special Education in the U.S.

Department of Education) and the Office of Indian Education Programs, Bureau of Indian Affairs, Department of the Interior, developed this special education policy development and resource guide. The guide was developed as a companion document to Special Education Programs for American Indian Exceptional Children and Youth: A Policy Analysis Guide, which was disseminated in early 1980 to various local educational units serving Indian reservations throughout the country.

The policy statements and options contained in this guide were developed after an extensive field-based research effort. Through the use of an administrative policy interview guide, existing policy information was collected and reviewed from 32 public, BIA and tribal or Indian community controlled educational units with established special education programs. Based upon this data, an evaluation instrument containing draft policy statements and options was developed and distributed for field review by State Directors of Special Education and Indian Education Coordinators in states with federally recognized tribes, BIA Area Office Special Education Coordinators, local educational unit administrators with special education responsibilities, selected representatives of national and regional Indian education organizations, as well as other specialists involved in the education of Indian exceptional children.

It is our hope that this policy development and resource guide, as well as the previous policy analysis guide, will contribute to the continued expansion and improvement of educational opportunities for all Indian exceptional children.

Bruce A. Ramirez, Project Director
American Indian Special Education
  Policy (AISEP) Project

ACKNOWLEDGEMENTS

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- *Local Educational Unit Personnel.* Approximately 32 public, BIA, tribal or Indian community controlled and cooperative school administrators contributed extensive special education policy materials and information developed by their local educational units. Many of these same individuals were also included among the more than 45 Ed.U representatives who participated in the field review of the draft special education and Indian education policies and options.

- *State Education Agency Personnel.* Directors of Special Education and Directors/Coordinators of Indian Education Units in the 27 states with federally recognized Indian tribes asssited the Project with the identification of local educational units with established special education programs and also contributed to the field review of the draft policies and options.

- *Bureau of Indian Affairs (BIA) Education Personnel.* BIA Coordinators of Special Education nominated local programs and aided in the evaluation phase of the draft policies and options.

- *Special Education/Indian Education Specialists.* Approximately 30 individuals experienced or involved in the education of Indian exceptional children participated in the field evaluation of the draft policies and options.

- *Working Advisory Committee Members.* Eight persons with expertise in special education and Indian education reviewed drafts of the various sections of the guide and provided much needed advice concerning other Project-related activities.

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AMERICAN INDIAN SPECIAL EDUCATION POLICY (AISEP) PROJECT

WORKING ADVISORY COMMITTEE

Members of the Working Advisory Committee during the completion of the guide:

Dr. Will Antell (Chippewa)
Assistant Commissioner of Education
Minnesota State Department of Education
St. Paul, Minnesota

Ms. Omie Brown (Navajo)
Minority Counseling Coordinator
University of Wisconsin at Madison
Madison, Wisconsin

Mr. Mark J. Hiratsuka (Aleut)
Special Education Teacher
Anchorage Public School District
Anchorage, Alaska

Mr. Calvin J. Issac (Choctaw)
Principal
Tucker Day School, Bureau of Indian Affairs
Philadelphia, Mississippi

Mr. Benjamin Lee (Navajo)
Director
Special Education Department
Navajo Tribe Division of Education
Window Rock, Arizona

Ms. Beverly Mestes (Sioux)
Director of Special Education
Cheyenne River Agency
Bureau of Indian Affairs
Eagle Butte, South Dakota

Dr. John W. Tippeconnic (Commanche/Cherokee)
Assistant Professor
Director of the Center for Indian Education
Arizona State University
Tempe, Arizona

Ms. Jacqueline Walker (Yakima)
Senior Health Specialist
Indian and Migrant Programs Division
Head Start Health Consultation Project
Westinghouse Health Systems
Columbia, Maryland

USE OF THIS GUIDE

Purpose of the Guide

This guide is designed to assist state (public), Bureau of Indian Affairs (BIA), tribal or Indian community controlled and cooperative local educational units (Ed.U's) in developing special education administrative policies and procedures for the education of Indian and Alaska Native exceptional students. It contains general descriptions of policy areas for which the Ed.U should develop and adopt specific policies based upon the nature and extent of its Indian student population as well as other conditions associated with service delivery on and near reservation settings including Alaska Native villages and former reservations in Oklahoma. Accompanying the policy statements and options are policy development considerations which present a variety of information to assist the local Ed.U. The considerations for policy development include reference to applicable special education and Indian education public laws and accompanying regulations, present issues related to the policy area, and in some instances, outline elements of good practice. The guide also contains a listing of selected resources where further information and assistance may be obtained.

In addition to using this guide, educators and policy makers should refer to the specific special education, Indian education and regular education statutes, regulations and guidelines for their particular state or agency. Attention should also be given to the educational needs and policies of Indian tribes and Alaska Native entities prior to the adoption of policies that may affect Indian exceptional children and youth.

Organization of the Guide

The guide is divided into the following four main sections covering policies and resources for the development and implementation of special education and related services for Indian exceptional students:

- Service Delivery - Contained within this section are policy areas oriented toward population, child identification, student evaluation, placement and continuum of services.

- Procedural Safeguards - This section addresses policy areas outlining the legal and administrative protections guaranteed to handicapped children and their parents throughout the special education process.

- Administration - This section presents policy areas associated with administrative organization and jurisdiction, program management, facilities, transportation, personnel and fiscal management.

- Resources - The resource section provides a general overview of selected agencies, programs and organizations concerned with the education of exceptional and/or Indian students. Some of these resources include: selected federal agencies and programs providing financial assistance to state, BIA, tribal and cooperative Ed.U's; national advisory groups; nongovernmental national organizations concerned with special education and Indian education; State Department of Education contacts in special education and Indian education; and printed and media materials.

DEFINITION OF TERMS

For purposes of consistency in this policy development and resource guide, the following definitions are used throughout:

Administrator of Special Education. A person designated by the Ed.U who has full or part-time responsibility for the planning, coordinating, budgeting, implementation and monitoring of all special education and related services provided to each exceptional child.

Administrator of Indian Education Programs. A person designated by the Ed.U who has full or part-time responsibility for the planning, coordinating, budgeting, implementation and monitoring of all Indian Education Programs provided to Indian students.

Appropriate Education. An individualized program for a specified time period provided at no cost to the parents in order to meet the specific special education needs of an exceptional child.

Assessment. Those instruments, techniques and/or procedures used by qualified professionals to determine the specific educational strengths and weaknesses of the exceptional child. This process may be considered an "evaluation" by some education agencies.

Bureau of Indian Affairs (BIA). Agency within the United States Department of the Interior which provides educational and social services to eligible American Indians.

Child Abuse and Neglect. The physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby. (P.L. 93-247).

Child Identification. The process of detecting and locating children who show indications that they might be in need of special education or related services, whether or not those children are enrolled in state, BIA, tribal and/or community controlled or cooperative school systems.

Child Find or Child Search. Programs and activities as an ongoing part of an Ed.U's overall child identification efforts to locate handicapped children who have never been to school, are out of school, as well as to identify those handicapped children already in school or placed in hospitals, institutions, or correctional facilities whose special educational needs are not being met. With respect to Indian children, the Ed.U and other community agencies need to take into account the cultural and linguistic characteristics of the particular Indian communities to be surveyed.

Community Survey. A procedure in which households within the jurisdiction of the Ed.U are surveyed for the purpose of locating and identifying individuals who might be exceptional.

Due Process. A sequence of procedural safeguards established by the Ed.U so that when an individual is faced with a decision or potential decision affecting his/her educational environment, he/she has the opportunity to be heard in his/her own behalf as well as the right to impartial resolution of conflicting positions.

Educational Unit (Ed.U). A public (i.e., single district, county unit, collaborative unit or cooperative district), BIA operated (i.e., day and/or boarding), tribal and/or community controlled (i.e., contract, previously private) or cooperative school system.

Eligible Student. Any individual child between the ages of birth through twenty-one determined to have a special education need.

Evaluation, Student. A collaborative process whereby a team of qualified professionals develops recommendations on the specific educational strengths and weaknesses of the exceptional children. Recommendations shall come from specific and individualized assessments performed. See "Assessment" above.

Evaluation, Program. A systematic approach or process of reviewing and determining the status and effectiveness of each public and private special education program for which the Ed.U has responsibility.

Exceptional Children. Children who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special education and related services, whether or not such services are available. In general, the term "exceptional children" considers exceptionality on the basis of (a) physical, health or sensory handicap, (b) emotional handicap or behavioral problem, and (c) observable exceptionality in mental ability, i.e., mentally gifted and mentally retarded. Some exceptional children have more than one type of exceptionality. Such children include deaf, deaf-blind, gifted and talented, hard of hearing, mentally retarded, multihandicapped, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disability, speech impaired, and visually impaired. Definitions of these specific exceptionalities can be found in Policy Numbers 102 through 113 of the Population subsection of the Service Delivery Section of this guide.

Indian. Member of an Indian tribe, band, nation, rancheria, pueblo, colony or community which is recognized as eligible for the special programs and services provided by the Federal Government through the Bureau of Indians because of their status as Indians. The term also includes an Indian, Eskimo, or Aleut who is a member of an Alaska Native Village or regional or village corporation, as designated under the Native Claims Settlement Act.

Indian Health Service (IHS). Agency within the United States Department of Health and Human Services which provides health services to Indians.

Individualized Education Program (IEP). A written statement for each handicapped child developed in any meeting by a representative of the Ed.U or an intermediate Ed.U who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, the child. The statement shall include: (a) a statement of the present levels of educational performances of such child, (b) a statement of annual goals, including short-term instructional objectives, (c) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular education programs, and (d) the projected date for initiation and anticipated duration of such services, and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Least Restrictive Environment. An educational placement determination for each exceptional child made as close to the regular class setting as is appropriately determined on an individual need basis.

Mainstreaming. Mainstreaming is a belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each child should be educated in the least restrictive environment in which his/her educational and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with non-exceptional children; and that special classes, separate schooling, and other removal of an exceptional child from education with non-exceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including non-exceptional children, even with the provision of supplementary aids and services.

Multidisciplinary Team. Composed of a group of professionals and the parent who equally participate in the decision making process to determine the specific educational needs of the child, develop an individualized education program for the child, and determine the appropriate educational placement for the exceptional child.

Native Language. When used with reference to a person of limited English-speaking ability, means the language normally used by that person, or in the case of a child, the language normally used by the parents of that child.

Parent. Natural parent, a guardian, person acting as a parent, and/or surrogate parent.

Physical Education. The development of (a) physical and motor skills and fitness, (b) skills in aquatics, dance and individual and group games and sports, including (c) special physical education, adapted physical education, movement education and motor development.

Policy. Any administrative decision, board action, rule or regulation or law that is recorded and available in writing bearing directly or indirectly on the education of Indian exceptional children.

Re-evaluation. A process whereby the professionals periodically but at least every three years conduct an evaluation on the educational needs of each exceptional child. See "Assessment" and "Evaluation" above.

Related Services. Transportation and such developmental, corrective and other supportive services as are required to assist a handicapped child to benefit from special education and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services and medical services for diagnostic or evaluation purposes, school health services, social work services in schools, and parent counseling and training. All related services mentioned may not be required for each individual child. This list is not exhaustive and may include other developmenta, corrective or supportive services, such as artistic and cultural programs, art, music and dance therapy, if they are required to assist a handicapped child to benefit from special education.

Reservation. Any federally recognized Indian tribe's reservation, pueblo or colony including former reservations in Oklahoma and Alaska Native regions established pursuant to the Alaska Native Claims Settlement Act.

Review, IEP. A process whereby the multidisciplinary team meets periodically, but at least annually to review the objectives of the exceptional child's individualized education program and make the necessary recommendations for any indicated changes necessary in that education program.

Special Education. Specially designed instruction, at no cost to the parent, to meet the unique needs of a exceptional child, including classroom instruction, instruction in physical education, home instruction and instruction in hospitals and institutions. The term also includes vocational education if it consists of specially designed instruction to meet the unique needs of an exceptional child.

Vocational Education. Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree. The nine vocational areas identified by the U.S. Office of Education are agriculture, distributive education, health occupations education, occupational home economics, consumer and homemaking education, office occupations, technical education, trade and industrial occupations, and industrial arts.

SECTION I:

SERVICE DELIVERY

100 - POPULATION

200 - CHILD IDENTIFICATION

300 - STUDENT EVALUATION

400 - PLACEMENT

500 - COMPREHENSIVE SERVICES

100 - POPULATION

Policy Number	Policy Statements and Options	Policy Development Considerations
	Definitions	
100	DEFINITIONS It shall be the policy of each Ed.U to provide a clear written description of each type of exceptional child for whom the agency must provide an appropriate education. Definitions of exceptionalities, whether categorical or noncategorical, must correspond to federal, state and BIA legal provisions.	
101	NONCATEGORICAL DEFINITION Exceptional children are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special education planning and services. Exceptional children are identified on the basis of (a) physical, health or sensory handicap, (b) emotional handicap and (c) observable exceptionality in mental ability, i.e., mentally gifted and mentally retarded. Some exceptional children have more than one type of exceptionality.	

Policy Number	Policy Statements and Options	Policy Development Considerations
	Categories of Exceptionality	
102	DEAF "Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.	The definitions used to describe the different handicapping conditions described in numbers 102 to 112 inclusive are those used in the Federal Regulations for P.L. 94-142 (10 USC 1401 et sequitor). Local schools may want to expand upon the Federal definitions for categories of exceptionality in order to better identify and implement programs and services for exceptional children and youth. Ed.U's need to be aware that some Indian communities have a high incidence of serious or chronic Otitis media (inflammation of the middle ear) which can result in impaired hearing as well as learning and language delays that may not be attributable to the native language or dialect.
103	DEAF-BLIND "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accomodated in special education programs solely for deaf or blind children.	
104	HARD OF HEARING "Head of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance.	
105	MENTALLY RETARDED "Mentally retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.	
106	MULTIHANDICAPPED "Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.) the combination of which causes such severe educational problems that they cannot be accomodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.	
107	ORTHOPEDICALLY IMPAIRED "Orthopedically impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).	
108	OTHER HEALTH IMPAIRED "Other health impaired" means limited strength, vitality or alertness, due to chronic or acute health	

Policy Number	Policy Statements and Options	Policy Development Considerations
	problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisioning, leukemia, or diabetes, which adversely affects a child's educational performance.	
109	SERIOUSLY EMOTIONALLY DISTURBED "Seriously emotionally disturbed" is defined as follows: (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: (a) An inability to learn which cannot be explained by intellectual, sensory or health factors; (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) Inappropriate types of behavior or feelings under normal circumstances; (d) A general pervasive mood of unhappiness or depression; or (e) A tendency to develop physical symptoms or fears associated with personal or school problems. (ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.	
110	SPECIFIC LEARNING DISABILITY "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, or of environmental, cultural or economic disadvantage.	Ed.U's should note that Indians as well as other minority groups do not view culture as a disadvantage but primarily as a difference.

Policy Number	Policy Statements and Options	Policy Development Considerations
111	SPEECH IMPAIRED "Speech impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.	
112	VISUALLY IMPAIRED "Visually impaired" means a visual impairment which even with correction adversely affects a child's educational performance. The term includes both partially seeing and blind children.	
113	GIFTED AND TALENTED "Gifted and talented student" means a child or youth between the ages of 3 and 18 who has been identified by professionally qualified personnel as possessing or as being capable of developing above-average abilities in areas such as general intellectual ability, specific academic ability, leadership ability, artistic ability and creative ability, and who by reason thereof, requires special education and related services.	On November 1, 1978, President Carter signed into law P.L. 95-561, the Elementary and Secondary Education Act of 1978. Title IX of that law, the Education of Gifted and Talented Children and Youth Act of 1978, includes a definition which differs somewhat from the definition contained in this Guide, i.e., "...the term 'gifted and talented' means children, and whenever applicable, youth, who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, specific academic or leadership ability, or in the performing and visual arts, and who by reason thereof, require services or activities not ordinarily provided by the school."

Policy Number	Policy Statements and Options	Policy Development Considerations
	Ages of Eligibility	
114	SCHOOL AGE CHILDREN It shall be the policy of each Ed.U to guarantee a free appropriate public education for all exceptional children, ages three to eighteen, within the legal jurisdiction of the Ed.U.	P.L. 94-142 requires that every state (including BIA) and their localities, if they are to continue to receive funds under the Act, make available a free appropriate public education for all handicapped children, ages three to eighteen, as of September 1, 1978. It further mandates the availability of such education to all children ages three to twenty-one, by September 1, 1980. However, for children in the three to five and eighteen to twenty-one age ranges, this mandate does not apply if the requirement is inconsistent with state law or practice or any court decree.
115	PRESCHOOL AGE CHILDREN Dependent upon state or BIA law and/or regulations, as well as any tribal codes or resolutions, Ed.U's may be responsible for providing free appropriate educational opportunities for exceptional children ages birth through five.	
116	SECONDARY/POST-SECONDARY AGE CHILDREN Depending upon state or BIA law and/or regulations as well as any tribal codes or resolutions, Ed.U's may be responsible for providing free appropriate educational opportunities for exceptional individuals ages eighteen through twenty-one. Some limitations may exist, in the form of a qualifying clause, that extend the responsibility of the Ed.U to those individuals in this age range who have "not obtained a high school diploma or its equivalent."	The ages of compulsory school attendance differ from state to state and each state's statutes must be referenced before determining that an individual has or has not attained majority under state law. Ed.U's should also be familiar with applicable tribal ordinances and resolutions that relate to compulsory school attendance. For example, the Navajo

Policy Number	Policy Statements and Options	Policy Development Considerations
		Tribal Council, through a series of resolutions, directed that education shall be compulsory for Navajo children between the ages of six and sixteen, granted the consent of the Tribe to the application of state compulsory school attendance laws to the Navajo Reservation, and authorized the Tribal Education Committee "to develop plans and procedures in conjunction with the BIA for the enforcement of the compulsory school attendance laws among the Navajo Tribe, including, but not limited to, provision for bringing action against responsible parents in the Tribal Courts."

200 - CHILD IDENTIFICATION

Policy Number	Policy Statements and Options	Policy Development Considerations
	Child Identification Process	
200	CHILD IDENTIFICATION It shall be the policy of each Ed.U to locate at least annually all persons ages zero through twenty-one within their geographic jurisdiction who may be in need of special educational services. Child identification activities may be conducted solely by the Ed.U or in cooperation with other public, private or tribal agencies.	Identification is the process of locating children who show indications that they might be in need of special services, whether or not those children are enrolled in an Ed.U. Under P.L. 94-142 and Section 504 of P.L. 93-112, Ed.U's have a responsibility to make aggressive efforts to identify children currently excluded from school. Subsequently, each child located must be provided an appropriate education.
201	PUBLIC INFORMATION In conducting public awareness programs to facilitate child identification activities, each Ed.U will utilize a combination of media to solicit public support to determine the number of children with special needs ages zero through twenty-one. 201.1 Methods of informing the Indian community(ies) may include: • Tribal government meetings. • Tribal chapter/district meetings. • Tribal education, social and health agency meetings. • Tribal fairs/activities. • Tribal newspapers/newsletters. • Tribal/Ed.U Indian Education Advisory Committee meetings and/or newsletters. • Tribal radio networks.	Suggested uses of public and tribal media include: • Newspapers: news stories, pictures, features, stories, editorials, columns, statistics, advertising drop lines, and public service advertisements. • Radio: news, interviews, public service spots, comments, reminders, progress reports, statements, explanations. • TV: news, interviews, public service spots.

Policy Number	Policy Statements and Options	Policy Development Considerations
	Cultural and Tribal Factors in the Identification Process	
202	CULTURAL FACTORS IN THE IDENTIFICATION PROCESS When planning and conducting child identification activities with respect to Indian children, the Ed.U and other agencies shall take into consideration the cultural and linguistic characteristics of the particular tribe(s) and Indian communities within their jurisdictions.	Ed.U's should also involve the tribal governing body and tribal education, social and health agencies in planning and carrying-out child identification activities on Indian reservations and in Indian communities.
203	NATIVE LANGUAGE UTILIZATION When conducting child identification activities in Indian communities, the native language shall be used where appropriate.	Indian tribes and communities are diverse in terms of culture, language and history. For this reason, it is important that Ed. U's take into consideration tribal customs and attitudes and language(s) in planning and conducting child identification activities in these settings. It should also be recognized that while usage of the native language may not be strongly evident within the school, the native language is often the preferred means of communication in many Indian households and communities.

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	Community Survey Procedures	
204	COMMUNITY SURVEY PROCEDURES All households within the geographic jurisdiction of the Ed.U shall be surveyed at least annually for the purpose of locating and identifying individuals who might be exceptional. 204.1 Alternative survey methods include: • A special education survey component conducted as an addendum to a regularly occurring school or tribal census. • Door-to-door interviews of every household. • Telephone interviews of every household. • Mail-out questionnaires sent to every household. • Notices of child identification activities of Ed.U circulated through public utility companies.	
205	CONDUCTING CHILD IDENTIFICATION SURVEYS IN INDIAN COMMUNITIES It is the policy of your Ed.U to seek the cooperation of the appropriate tribal governing body when planning and conducting a formal child identification survey on a reservation(s) or in an Alaska Native village(s). 205.1 When conducting a survey in Indian communities, it is the policy of your Ed.U to train and employ survey-takers of the same cultural and linguistic background as found in the community.	A positive partnership between the tribe, the Indian community and the Ed.U should be established to provide continuous ongoing information regarding child find activities. In selecting survey takers, individuals such as IHS Community Health Representatives, Indian Education Advisory Committee members, and/or tribal employees may be available to conduct surveys.
206	PROCEDURES FOR COLLECTING OTHER CHILD IDENTIFICATION DATA The Ed.U shall establish formal procedures for collecting and reviewing child identification data available from individuals and local agencies.	The following individuals and agencies may be sources of child find data: • Other Ed.U's. • Federal Indian Affairs Agencies. • State Human Services Agencies.

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		• Tribal Agencies, Indian Organizations and Indian Institutions. • Private Practitioners. • Organizations of parents of children with special needs. • Head Start programs.
207	MINIMAL CHILD IDENTIFICATION DATA Minimal child identification information shall include at least the following: • Name of child and address of residence. • Ethnic background/tribal affiliation. • Date child was located. • Agency responsible for locating child. • Status of child, i.e., served, unserved, underserved. • Date child's name was given to Ed.U. • Designated Ed.U and/or agency responsible for service.	
208	UTILIZATION OF COLLECTED CHILD IDENTIFICATION DATA Based on preliminary as well as any subsequent child identification information, each Ed.U shall make a determination whether to proceed with further screening or evaluation of the child to determine if the child has special education needs.	

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	Screening Procedures	
209	SCREENING PROCEDURES FOR CHILDREN ENTERING SCHOOL FOR THE FIRST TIME Each Ed.U shall conduct, at least annually, screening for all children entering school for the first time to identify children who may have special education needs. This screening shall be conducted in the areas of health, to include vision and hearing, visual, auditory and motor functioning, language development, and social/emotional development.	Whenever an Ed.U screens a child for potential identification of special needs, the parents must be notified to assure that parent and child rights are protected. The Ed.U may consider establishing interagency agreements with other public, tribal and private agencies who also conduct periodic screening programs. See Types of Interagency Services (Policy Number 1111) for a listing of other agencies engaged in child identification activities.
210	SCREENING PROCEDURES FOR PRESCHOOL CHILDREN Where state or BIA policy permits, Ed.U's shall provide, at least annually, screening for those children of preschool age for the purpose of identifying children who may have special education needs.	
211	SCREENING PROCEDURES COMPONENTS Each Ed.U shall determine screening procedures based on consideration of the following: • Age of pupil. • Native language of pupil. • Cultural background of pupil. • Practicability of administration of screening tools. • Uniformity of administration by all examiners. • Validation of testing procedures. • Socioeconomic status of pupil.	The Ed.U may consider establishing in-service training programs for examiners to insure uniformity of administration of the screening devices used as well as provide awareness of the cultural and language characteristics of the Indian children to be screened.
212	SCREENING RESULTS It shall be the responsibility of each Ed.U to follow-up screening results. The criteria employed to evaluate screening results may consist of national test norms, established tribal norms, established Ed.U norms, or established school norms.	

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	Referrals	
213	REFERRALS FOR SPECIAL EDUCATION Each Ed.U shall accept and process written referrals to determine the child's need for special education and related services.	Referral within the setting of an Ed.U is the process that bridges the child identification activities of a state, BIA or tribal Ed.U as well as other federal, state or tribal agencies to the next step in the identification process which involves the evaluation of those children suspected of having handicapping conditions.
214	REFERRAL SOURCES Each Ed.U shall have a written policy statement affirming that every referral received will be acted upon within 30 calendar days of receipt. Each Ed.U shall accept referrals from any public, private or tribal source. These shall include but are not limited to the following: • Students, self-initiated referral. • Parents, guardian(s) or members of the extended family with whom the child is living. • Physicians. • Teachers. • Guidance counselor. • Building principal. • Psychologist. • Other school personnel. • Nursery schools/day care centers. • Public health centers. • Private and parochial schools. • Head Start Programs. • State Department of Social Services. • State Department of Vocational Rehabilitation. • State Department of Mental Health/Mental Retardation. • Tribal education, health and/or social services. • Juvenile Court. • Tribal courts. • Indian Health Service. • BIA Social Services.	

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215	REFERRAL PROCEDURES Each Ed.U shall establish a written procedure for routing referrals which indicates the individual(s) within the agency responsible for receiving and processing special education referrals. • This provision may specify Ed.U-wide responsibility, i.e., administrator of special education or designated alternate. • This provision may specify an area-wide responsibility, i.e., Intermediate Unit Administrator or a BIA Area or Agency Special Education Administrator. • This provision may specify building level responsibility, i.e., School Principal. • This provision may specify categorical specialist responsibility, i.e., special education teachers or supervisors.	A standard referral form should be established for processing special education referrals. In addition to basic identifying data of the child, at least the following information should be included: (1) name, position and signature of person making referral, (2) date of referral, and (3) reason for referral.
216	ADDITIONAL REFERRAL INFORMATION When a referral for an evaluation of a child originates from within the Ed.U, documentation of all previous efforts to modify the regular education program to meet the child's educational needs should be provided. 216.1 When a referral for an evaluation originates outside of the Ed.U and the child is not currently attending the Ed.U, then any intervention strategies employed prior to referral should be noted.	Because of the educational difficulties experienced by many Indian children and youth, as evidenced by achievement levels 2 to 3 years below those of Anglo students, dropout rates substantially above the national average in both public and federal schools, it is likely that many Indian students referred for a special education evaluation may have participated in Title I, Indian education, bilingual or other specially designed programs to meet their unique educational needs.
217	REFERRAL FOR SPECIFIC INSTANCES Each Ed.U shall establish a procedure to individually review the progress of certain students in order to determine whether or not a referral is in order. When the following situations occur, review of the case may be in order: • A student in the regular education program at midyear presents a substantial risk of nonpromotion by failing two or more nonelective subjects.	

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	• A student in the regular education program fails to be promoted at the end of the year. • A student in the regular education program has been suspended for more than five school days in any one quarter. • A student in the regular education program has been absent without a medical excuse for more than a specified number of school days in any one quarter.	

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300	*Timely Notice and Consent* (Refer to Procedural Safeguards, Section II, Due Process)	
301	*Surrogate Parents* (Refer to Procedural Safeguards, Section II, Due Process)	
	Language Assessment	
302	LANGUAGE DOMINANCE Before an evaluation is conducted, the Indian student's language dominance and English proficiency shall be determined. A combination of methods shall include: • Review of school records. • Student interview. • Parent interview. • Language inventories. • Formal language testing.	The purpose of this provision is to determine the appropriate language for further assessment and to determine the effects that language or the lack of language may have on the results of other assessments. Persons conducting the assessment and interpreting the results must be familiar with the child's culture and be conversant in his/her native language. The P.L. 94-142 and Section 504 regulations both require that where appropriate, tests and other evaluation materials be administered in the child's native language. The Bilingual Education regulations (Federal Register, Vol. 45, April 4, 1980) require an assessment to differentiate between children with language problems related to learning disabilities and children who are of limited English proficiency. Students with limited English proficiency include American Indian and Alaska Native children and youth who "come from an environment in which a language other than

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		English has had a significant impact on his or her level of English language proficiency...and who as a result have sufficient difficulty in understanding, speaking, reading or writing the English language to deny them the opportunity to learn successfully in classrooms in which the language of instruction is English."

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	Educational History	
303	EDUCATIONAL HISTORY Each Ed.U shall provide a history of the child's educational status which shall minimally contain: • Attendance information. • The child's academic grades. • The child's achievement and aptitude test scores. • A statement of the child's current academic standing. • The child's dominant language including proficiency in English. • A statement of the child's social relations with groups, peers and adults based on classroom and teacher observation. • A description of the child's physical limitations and behavior that inhibit learning. • Child's previous participation in specialized education programs such as compensatory programs for economically disadvantaged students, bilingual education, Indian education, etc. • Previous instructional strategies used.	

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	Nondiscriminatory Provisions	
304	NONDISCRIMINATORY PROVISIONS For the purpose of developing an individualized education program for each child, each Ed.U shall establish procedures requiring nondiscriminatory testing and evaluation practices. Each Ed.U shall insure the following: • Assessment instruments shall be appropriately adapted when used with children of impaired sensory, physical or speaking skills and must consider each child's age, socioeconomic and cultural background. • Specialists implementing evaluation procedures must be familiar with local Indian culture and language. • Tests and similar evaluation materials shall be administered in the Indian child's native language. • Qualified special education interpreters, in the native language and/or in sign language, may be used throughout all phases of the evaluation. • Instruments shall be administered only by qualified personnel according to the producer's instructions. • Instruments shall assess specific abilities, not merely produce a single IQ score. • No one test result shall determine placement.	P.L. 94-142 and Section 504 require that procedures for selecting testing and evaluation materials and procedures developed for the purpose of evaluation and placement of handicapped children will not be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication unless it clearly is not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. Interpreters in both the native language and sign language need to be familiar with special education concepts, terminology, programs and services for exceptional children.
305	REEVALUATION Each Ed.U shall conduct an evaluation of all exceptional children every three years or more frequently if conditions warrent or if the students teacher(s) or parent(s) request an evaluation.	

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	Assessment	
306	ASSESSMENT AREAS Each Ed.U shall conduct an evaluation in all areas related to the child's exceptionality to verify the suspected need for special education and related services.	Assessments should be selected on a child-by-child basis, rather than resorting to a "standardized battery" that professionals have traditionally used. Not all children need to have extensive assessments performed, i.e. educational, health, psychological and social, including additional specialists. The decision to perform a specific assessment should rest on the needs of the child. Some of the common problems associated with assessing students from different cultural backgrounds and who lack proficiency in English include: • Failure of students to understand either written or oral directions. • Failure to understand vocabulary or syntax of test items. • Inability to give appropriate verbal responses. • Failure to discriminate between similar sounds not present in the child's native language or dialect. • Lack of familiarity with information items related to the majority culture. • Failure of certain questions to make sense outside the context of the majority culture. • Failure of students to pay attention to the demands of timed tests.

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307	EDUCATIONAL ASSESSMENT Each Ed.U shall provide an assessment by a certified or approved teacher who recently had or currently has the child in a classroom or other teaching situation. Such assessment shall include: ● An analysis of the child's specific behavioral abilities along a developmental continuum, with a comparison of those abilities to the tasks which are contained in the regular education program. ● A statement of school readiness, functioning, or achievement. ● A statement of the child's behavioral adjustment, attentional capacity, motor coordination, activity levels and patterns, communication skills, memory and social relations with groups, peers and adults.	Because many Indian children have also participated in Indian education, compensatory and other specialized programs, the person responsible for completing the educational assessment should be aware that other school personnel can be sources of information that provide a more complete assessment.
308	HEALTH ASSESSMENT Each Ed.U shall arrange for a health assessment completed by a physician. Such assessment shall include: ● Present and past medical review. ● Physical examination. ● Current existing medical conditions and prescribed treatment(s).	
309	PSYCHOLOGICAL ASSESSMENT Each Ed.U shall provide an assessment by a certified psychologist which shall include: ● An individually appropriate psychological examination culminating in specific recommendations, based upon the child's developmental and social history. ● Observation of the child in familiar surroundings such as a classroom, dormitory and/or home. ● Inventory of sensory, motor, language, perceptual, attentional, cognitive, affective, attitudinal, self-image, interpersonal, behavioral, interest and vocational factors, in regard to their maturity, integrity, and dynamic interaction with the educational and/or home context.	For Indian students attending off-reservation and reservations boarding schools as well as border-town dormitories, such observation should include the dormitory setting.

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310	SOCIAL ASSESSMENT Each Ed.U shall provide an assessment by a nurse, social worker, or a guidance counselor of pertinent family history and home situation factors including with prior written parental consent, a home visit. This assessment shall include: ● A description of pertinent family history and individual developmental history and estimates of adaptive behavior at home, in the Indian community, and with local peer groups. ● Estimates of adaptive behavior shall be based to the greatest possible degree on information obtained by direct observation of the child or direct interview of the child in the neighborhood setting.	For Indian students in a boarding school situation, a social assessment should be conducted by a professional member of the staff.
311	ADDITIONAL SPECIALIST ASSESSMENTS Each certified, licensed or board approved specialist providing an additional assessment component shall conduct a complete and suitable individualized examination or assessment, taking into account the child's age, culture, language, developmental, socioeconomic and social background.	Additional specialist may include: ● Speech and language therapist. ● Learning disabilities specialist. ● Physical therapist. ● Occupational therapist. ● Recognized artists in contemporary and traditional Indian visual and performing arts.
312	ASSESSMENT REPORTS Each specialist completing an assessment, i.e., educational, health, psychological, social, etc., shall summarize in writing at least the following information in order to determine the child's levels of performance: ● The evaluation procedures employed, including any needed language adaptations for Indian students. ● The results and diagnostic implications taking into consideration the child's cultural and linguistic background. ● Statement(s) indicating the child's needs and explicit means of meeting those needs in detail, in educationally relevant but common terms. ● Recommended prescriptive elements required to meet the child's needs.	Reports of each specialist should be written and contain not only a summary of the assessment but also specific educational recommendations corresponding to the assessment that indicate present levels of performance.

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	- Proposed date for review of the child's progress and stated criteria by which at that time the effectiveness of the child's program may be determined.	
313	VOCATIONAL ASSESSMENTS The Ed.U shall establish policies for providing a vocational assessment for each exceptional student. Such policies should, at a minimum, cover: - Procedures for determining exceptional students' readiness for vocational assessment and for providing appropriate training to remedy deficiencies in readiness. - Provision of a variety of assessment components. - Arrangements for establishing school based assessments of exceptional students. - Determination of the qualified personnel needed to conduct assessments. - Provisions for adopting assessment components as needed to meet the unique needs of an exceptional individual.	Each Ed.U should, as a good practice, provide vocational assessments for junior and senior high exceptional students, as a means of better providing for their future educational and vocational needs.

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	Eligibility for Special Education Services	
314	MULTIDISCIPLINARY TEAM MEMBERS Each Ed.U shall establish and maintain a multidisciplinary team of specialists to process referrals from the Ed.U and other public, private, or tribal agencies and to determine both the type of assessments to be performed and the eligibility for special education services. The permanent members of the multidisciplinary team shall be: • Certified or approved teacher who has or recently had the child in a classroom or other teaching situation (provided that the child has been in school). • A special educator or school administrator. • A parent (guardian/surrogate) of the child. • A certified or board licensed psychologist, where required by state or BIA policy.	Eligibility criteria for special education is specified in P.L. 94-142 for handicapped students and in Title IX of P.L. 95-561 (ESEA) for gifted and talented students.
	314.1 The following additional members that may form part of the Ed.U multidisciplinary team are: • A physician and/or registered nurse. • A social worker with a degree in Social Work or a certified guidance counselor. • The child, when over the age of eighteen or whenever appropriate as determined by Ed.U policy. • Specialist(s) conducting assessment(s). • At the parent's request, an advocate for the child. • Indian education administrator/coordinator/specialist.	
315	CASE MANAGEMENT To facilitate case management, a chairperson shall be designated by the administrator of special education from among the members of the multidisciplinary team to coordinate the evaluation staff meeting(s).	
316	DETERMINATION OF SPECIAL NEEDS Within 45 calendar days after the initiation of the evaluation process, the multidisciplinary team must make a written determination of the child's eligibility and special educational needs. In the event that no special education services are indicated for the child, this decision shall be written and signed by the team members.	

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	316.1 If it is determined through the evaluation process that a child does not require special education or related services, but the child still evidences learning problems, the following options are considered by your Ed.U to meet the child's needs: • Indian education programs. • Compensatory programs in language or reading. • Bilingual programs. • Guidance and counseling services. • Work/study programs.	

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	Individualized Education Program (IEP)	
400	INDIVIDUALIZED EDUCATION PROGRAM (IEP) Each Ed.U shall insure that a written individualized education program (IEP) is developed for each exceptional student regardless of what institution or agency provides or will provide special education to the student. The meeting to develop the IEP shall be held as soon as possible following a determination that the student requires special education and related services.	According to the Federal Regulations for P.L. 94-142 (Federal Register, Vol. 42, August 23, 1977), each Ed.U shall develop or revise, whichever is appropriate, an individualized education program for each handicapped child at the beginning of each school year and then review and if appropriate, revise its provisions periodically, but not less than annually. These same regulations further require that a meeting must be held within 30 calendar days of a determination that the child requires special education and related services.
401	PARTICIPANTS REQUIRED TO DEVELOP THE IEP Each Ed.U shall develop written procedures which insure that each meeting to develop the IEP includes the following participants: • A representative of the Ed.U other than the child's teachers, who is qualified to provide or supervise the provision of special education. • The child's teacher or teachers, special or regular, or both, who have direct responsibilities for implementing the child's IEP. • One or both of the child's parents. • Where appropriate, the child. • Other individuals, at the discretion of the parent or Ed.U.	From a policy perspective, one of the critical decisions Ed.U's must make is to determine what "wherever appropriate, the child" means in terms of practice. Criteria must be established so as to guide decisions about the inclusion or exclusion of the child. Several factors to consider when determining appropriateness of including the child in the meeting to develop the IEP are: • Age of the student. • Grade level. • Parental requests.

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		• The student's request. • Tribal custom.
402	OTHER PARTICIPANTS TO DEVELOP THE IEP FOR INDIAN EXCEPTIONAL CHILDREN AND YOUTH Each Ed.U shall have written procedures to insure the participation and involvement of Indian parents at the IEP meeting. The following individuals should be available to facilitate parental involvement: • Native language interpreter. • Advocate, i.e., Indian education administrator, coordinator, specialist.	
	402.1 Accessibility to the IEP meetings should be considered. In addition to notifying parents of the meeting early enough to insure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed upon time and place, the following alternatives should be considered to assure Indian parent participation: • Provide transportation for parents (at no cost to them). • Provide individual or conference calls when transportation is impossible.	Ed.U's serving isolated areas have held IEP meetings in non-educational settings such as tribal community buildings and parents' homes.

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	Components of an IEP	
403	IEP COMPONENTS Each Ed.U shall insure that the following written components are contained in each IEP developed for each exceptional student: • A statement of the child's present levels of educational performance, including academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills, and self help skills. • A statement of annual goals that describes the educational performance to be achieved by the end of the school year under the child's IEP. • A statement of short term instructional objectives, which must be measurable intermediate steps between the present level of educational performance and the annual goals. • A statement of the specific special education and related services to be provided to the child, including the degree to which the child will be able to participate in regular education programs. • The projected date when those services will begin and the anticipated duration of the services. • Objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.	These IEP components are reflective of statements contained in P.L. 94-142. Individual states may have additional components.
404	ADDITIONAL IEP COMPONENTS In order to effectively plan and program for the individual needs of each exceptional child, the following additional components are recommended for inclusion in the written IEP: • A list of the individuals who are responsible for implementation of the IEP. • Criteria set (in terms of objectives to be met) for returning the child to the next least restrictive environment. • A list of all specialized material, supplies and equipment necessary to implement the child's individual education. • Specification of any support services which should be provided to the child's parents in order to meet the individual child's educational needs.	For those exceptional children placed in the regular classroom, a statement of the support services or training which will be provided directly to the regular classroom teacher and the method and personnel to be used to provide such services or training should also be considered.

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	404.1 The following additional components for an IEP are recommended for Indian exceptional children: • If the native language of the child is other than English, the language to be used until the child can profit from instruction in English should be specified in the IEP. • When appropriate, a statement of the modifications to be made in the child's regular and special education programs in order to meet the Indian child's cultural and language needs. • Specification of any support services which should be provided to the child during the residential portion of the day for those children attending BIA and tribal elementary and secondary boarding schools.	

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	Least Restrictive Environment	
405	PLACEMENT Each Ed.U shall have a written policy statement guaranteeing every exceptional child the right to a free appropriate public education which may not in any instance be compromised because of lack of available funds or Ed.U policies inconsistent with federal, state and BIA laws and regulations. Placement recommendations must always be made in the least restrictive setting appropriate for the child's needs.	P.L. 94-142 is not a mainstreaming law. That term does not appear in either the statute or accompanying regulations. Rather, the term least restrictive environment is used. P.L. 94-142 requires that to the maximum extent appropriate, handicapped children are educated with children who are not handicapped and that special classes, separate schooling or other removal of handicapped children from the regular educational environment only occurs when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Section 504 regulations are similar for those Ed.U's receiving federal financial assistance with one notable distinction. Under Section 504, the "nearest placement to home" is an additional determinant of instructional placement in the least restrictive environment.
406	PLACEMENT RECOMMENDATIONS Recommendations for the placement of a child shall be made on the basis of special education and related services needs of the child as determined by the written IEP. Ed.U's must not make recommendations for placement on the basis of categorical programs available. Recommendations shall be solely for specific services needed and should consider the following criteria: • Length of school day for the child. • Length of school year for the child.	

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	• Intensity and frequency of services to be provided. • Nearness to the child's home.	
407	SPECIAL EDUCATION ADMINISTRATION PLACEMENT RESPONSIBILITY Based on the recommendations of needed special education and related services as contained in the child's IEP, and the written approval of the parents, it shall be the responsibility of the special education administrator or designee to locate and place a child in the most appropriate program in the least restrictive environment for the child, within 14 calendar days but no later than 30 calendar days after the development of the child's IEP.	
408	ANNUAL REVIEW OF IEP It is the policy of each Ed.U to require at least an annual review of the child's IEP and the following criteria may be considered as part of the review: • Whether the child has achieved the goals set. • Whether the child has met the criteria which indicated readiness to enter a less restrictive program. • Whether the program the child is in should be specially modified to render it more suitable to the child's needs.	

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	Grading Procedures	
409	GRADING PROCEDURES Grading procedures may be different for exceptional children. Each Ed.U shall have policies specifying grading procedures to be used for exceptional children. Grading procedures may include: • Same report card/same criteria as regular education. • Same report card/different criteria from regular education. • Different report card/same criteria as regular education. • Different report card/different criteria from regular education.	
	409.1 Optional criteria for grading exceptional children may include: • Pass/fail. • Criterion referenced assessments. • Good, Satisfactory, Not Satisfactory.	
	409.2 Student progress shall be officially reported to parents on a regular basis as required by state, BIA, and/or Ed.U policy.	

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	Graduation Requirements	
410	GRADUATION REQUIREMENTS Each Ed.U shall review and revise graduation requirements so that each exceptional child has the opportunity to receive a certificate/diploma upon successful completion of the education program. Written policies of the Ed.U shall determine the requirements for a diploma/certificate to be issued.	Many graduation requirements are established by state statute and State Board of Education policy and vary from state to state.
411	DIPLOMA OPTIONS Each Ed.U may issue the same certificate/diploma to exceptional children as is granted all children meeting the requisites necessary for completion of the education program. The Ed.U certifies that the child has successfully completed a planned course of study. 411.1 The Ed.U offers the following diploma options to exceptional students: • Students may obtain a regular diploma. • Students may obtain a regular diploma after competency testing. • Students may obtain a certificate of completion/attendance. • Students may obtain a differentiated diploma based upon a course of studies. • Graduation requirements may be determined by the IEP.	
412	ALTERNATIVE LEARNING EXPERIENCES FOR GRADUATION REQUIREMENTS Each Ed.U may utilize any of the following alternative learning experiences to meet the requirements of a certificate/diploma issuance: • Work experience. • Volunteer service. • Special career programs. • Schools within schools. • Senior options. • Travel and study. • Apprenticeships. • College course work. • Satellite schools.	Because of the individual education needs of exceptional children, alternative educational experiences obtained by the exceptional child (both handicapped and gifted and talented) should apply towards certification of successful completion of requirements for certificate/diploma issuance.

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	Special Education Programs	
500	SPECIAL EDUCATION PROGRAMS The special education program options for exceptional students (handicapped and gifted and talented) that are provided in your Ed.U, either by itself, through contractual services, or in conjunction with another Ed.U are: • Preschool programs. • Regular education programs. • Consultative or itinerant services. • Resource rooms. • Integrated programs. • Internship or mentorship programs. • Self-contained class/schools. • Homebound and hospitalized instruction. • Nonpublic day school programs. • Residential school programs.	A variety of program alternatives must be available in every Ed.U to meet the varied needs of exceptional children. The continuum represents programs in the least restrictive placement (regular education program with modifications) through the most restrictive environment (a 24-hour residential program). For gifted and talented students, the Ed.U should, within the listed program alternatives, make available enrichment and accelerated activities.
501	PRESCHOOL PROGRAMS Each Ed.U shall, where permitted by state, BIA or tribal policy, provide special education programs for preschool aged exceptional children. There are several alternative program structures that include but are not limited to the following: 501.1 School-Based Preschool Program. A preschool child is seen on a regular basis by a special education teacher in a school setting. Parental involvement in this program is encouraged. 501.2 Home Visitation Service for Preschool Children. A special education teacher works with the child and his or her parents on a regular basis in the child's home. 501.3 Developmental Day Care Activities for Preschool Children. Sequential primary learning activities usually provided in a private or community program should be considered as an alternative program for preschool exceptional children.	Section 504 of the Rehabilitation Act of 1973 requires that an Ed.U which receives federal financial assistance and which operates a preschool education or day care program or activity may not, on the basis of handicap, exclude qualified handicapped persons from the program or activity and shall take into account the needs of such persons in determining the aid, benefits, or services to be provided under the program or activity. P.L. 94-142, on the other hand, explicitly states that there shall be available a free appropriate

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		public education for children three through five and youth 18 through 21 unless such requirement is inconsistent with state law or practice, or the order of any court.
502	REGULAR EDUCATION PROGRAM WITH MODIFICATIONS The child remains in the regular program and receives auxiliary and supportive services appropriate to his or her needs. Modifications in program and support services including any enrichment and acceleration activities are delivered by the regular class teacher, or by an itinerant teacher who is certified and who functions as a methods and materials consultant to the classroom teacher.	
503	CONSULTATIVE OR ITINERANT SERVICES A qualified special education teacher provides assistance through the classroom teacher for identified exceptional students attending regular classes.	
504	RESOURCE ROOM PROGRAMS Services are provided in a separate room for a short period each day to exceptional children who are placed in a regular program.	
505	INTEGRATED PROGRAMS Children are identified with their special class and are integrated into other regular class settings whenever appropriate.	
506	INTERNSHIP OR MENTORSHIP The exceptional child spends part of the day or part of the school year in intensive study with a person(s) in the school or community who has a particular expertise in an academic or creative arts area.	
507	SELF-CONTAINED CLASS/SCHOOL A special class composed solely of children with special needs placed with a special education teacher for all or a major portion of the day.	
508	HOMEBOUND AND HOSPITALIZED INSTRUCTION Instruction developed to meet a particular child's needs is provided for a specific time each school day in the child's home or in the hospital. The program shall meet the following minimum requirements: • A written statement by a physician that the child must remain at home or in the hospital	This placement option shall be viewed as temporary when medically necessary to restrict the child's education to the environment of the hospital or home.

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	for more than fourteen school days, and which states the following: a. The specific reasons why the child must remain at home or in a hospital. b. The criteria under which the child can return to a program provided within an Ed.U, and the expected date of such return. • The program shall be provided at the child's home or at the hospital to which he/she is confined. • The program shall be provided during the regular school hours on each day that the Ed.U which the child would normally attend is in session. • Program content shall be the same as the content of the program which is being provided in the class which the child would normally attend if able to attend school. The program shall be reduced or increased if the child's physician states that a lesser or greater curriculum would be in the child's best interests and is so specified in the IEP.	
509	NONPUBLIC DAY SCHOOL PROGRAMS Each Ed.U may place children in nonpublic facilities in order to fulfill their public policy mandate to provide an appropriate education for the child.	Placement of an exceptional child in this type of program requires that the child's IEP specifies that 100% of the child's time is spent in a special education program which the Ed.U cannot provide.
	509.1 Minimum standards for placement of an exceptional child in a nonpublic facility, as recommended by the Ed.U shall include the following: • The child's program shall be conducted for the number of days in the Ed.U school year, unless the placement team recommends that a program with a longer or shorter duration is in the child's best interests. • The child's program shall have a duration of at least five hours each day unless the placement team recommends that a shorter or longer day is in the child's best interests. • The child shall return home each night. • The site of the program shall be within one hour traveling time, one-way, from the child's home. Where a longer traveling time may be necessary and worthwhile, the special education administrator shall make a written request for approval for such placement from the parents.	

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	509.2 At least the following shall be considered by the Ed.U when recommending a private placement: • Such children are placed in or referred to such schools by the Ed.U as a means of carrying out public policy. • An IEP is developed by the Ed.U for the child in the private facility. • The special education and related services are at no cost to the parents. • The state education agency or BIA Office of Indian Education Programs determines that participating private schools meet the standards that apply to state, BIA, and tribal Ed.U's. • The children served in such facilities are accorded all of the educational rights they would have if served directly by state, BIA or tirbal or cooperative Ed.U's.	These recommendations refer only to placement of an exceptional child in a private program that has been recommended in the IEP. Section 504 regulations require that if placement in a public or private residential program is necessary to provide a free appropriate public education to a handicapped person because of his or her handicap, the program, including nonmedical care and room and board, shall be provided at no cost to the person or his or her parents or guardian.
510	RESIDENTIAL SCHOOL PROGRAM (PUBLIC OR PRIVATE) Priority for program placement shall be as close to the child's home as possible. Out-of-state placements are appropriate only after the Ed.U has exhausted every effort to locate an appropriate program within the state.	Placement of an exceptional child in this type of program requires that the child's IEP specifies that 100% of the child's time is spent in a special education program and that a residential component is required.
511	PARENTAL RIGHT TO PROVIDE EDUCATION No policy statement or alternatives contained in this guide shall be construed to limit or deny the right of parents to enroll their children, solely at their own expense, in a private or parochial school if they prefer such a school.	Parents always retain the option of selecting a private school program and sending their child to that program at their own expense.

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	Related Services	
512	RELATED SERVICES PROGRAMS Each Ed.U shall have written policy specifying the related services to be available for exceptional children. Related services shall include those developmental, corrective, and other supportive services required to assist an exceptional child to benefit from special education. Related services shall include the following: • Art, dance and music therapy. • Artistic and cultural programs. • Audiology. • Counseling services. • Early identification. • Medical services for diagnostic or evaluation purposes. • Occupational therapy. • Parent counseling and training programs. • Physical therapy. • Psychological services. • Recreation programs. • School health services. • Social work services in schools. • Speech pathology.	Related services under P.L. 94-142 are those additional services including transportation necessary for a handicapped child to benefit from special education instruction. All related services may not be required for each exceptional child. Section 504 regulations require the provision of appropriate educational services to handicapped children which may include developmental, corrective or other supportive services to meet the handicapped child's individual educational needs.

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	Vocational Education Programs	
513	VOCATIONAL EDUCATION PROGRAMS In order that all exceptional students receive the appropriate special vocational education as specified in their IEP's, the Ed.U must insure that regular and special vocational education program options are available. 513.1 Exceptional students shall have available the variety of educational programs and services available to nonexceptional students in vocational education. 513.2 Vocational education programs shall be specially designed if necessary to enable an exceptional student to benefit fully from these programs.	The Education Amendments of 1976, P.L. 94-482, require that at least 10 percent of the vocational education funding available to the states be used to strengthen and expand vocational education programs for handicapped students. Administrators and educators need to be aware that a gifted handicapped student (i.e., a gifted/blind, gifted/deaf, or gifted/orthopedically impaired student) may also need special program modifications to benefit from vocational education programs.
514	VOCATIONAL EDUCATION PROGRAM OPTIONS The vocational education program options for exceptional students that are provided by your Ed.U either by itself, through contractual services or in conjunction with another Ed.U are: • Vocational guidance and counseling programs. • Regular vocational education programs. • Special vocational education programs. • Work experience programs. • Sheltered pre-employment services. • Travel training for transportation to jobs on completion of vocational training. • Job placement and followup services.	

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515	*Vocational Rehabilitation Services* COOPERATION WITH VOCATIONAL REHABILITATION PROGRAMS Vocational rehabilitation services deemed appropriate to meet the needs of the exceptional student and designed to restore and/or habilitate his/her maximum possible physical, social, mental and vocational potentials should be made available by the Ed.U through cooperative relationships with state or tribal vocational rehabilitation agencies. The vocational rehabilitation services may include: • Work activities training. • Work adjustment training. • Prevocational adjustment training. • Vocational training. • On-the-job training. • Personal and social adjustment services. • Rehabilitation counseling. • Job exploration services. • Sheltered employment. • Job placement services.	State policy concerning vocational rehabilitation services may have age and disability requirements that differ from Ed.U requirements. In addition, the Rehabilitation, Comprehensive Services and Developmental Disabilities Amendments of 1978, P.L. 95-602, authorized Indian tribes located on federal and state reservations to receive grants to pay 90 percent of the costs of vocational rehabilitation services for handicapped Indians residing on such reservations. A joint memorandum from the Commissioners of Education and Rehabilitation Services, Department of Health, Education and Welfare, was issued to states on October 17, 1977, urging that plans for cooperation between education and vocational rehabilitation be developed. The following information, adapted from that memorandum, should guide Ed.U's in developing their own policies and procedures: Education agencies are responsible for providing educational and related services for each handicapped individual for as long as federal or state law mandates. At the earliest time a student is identified as potentially eligible for vocational rehabilitation services, education and vocational rehabilitation agencies should work together to

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		determine what, and how, services are to be provided. Individualized Written Rehabilitation Programs (IWRP), which are required for vocational rehabilitation clients, and Individualized Education Programs (IEP), which are required for special and vocational students, are similar in purpose and approach. Coordinating the preparation and execution of individual plans offers an excellent focus for coordinating the delivery of individual services. The plans can: ● Provide a means for determining the need for, and specifying, joint delivery of services. ● Provide a means for insuring a smooth transition for a handicapped individual from a school system to a vocational rehabilitation agency so that a continuum of services is provided. ● Provide a means for early consultation and joint planning with the individual and his/her family. Education and vocational rehabilitation agencies are also encouraged to engage in a wide range of other cooperative endeavors, such as consultation on development of state plans, personnel preparation and development, and consultation and technical assistance on curriculum and program planning.

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	Other School Programs	
516	EXTENDED YEAR PROGRAMS Each Ed.U shall make extended year programming available to exceptional children who would benefit from noninterrupted special education instruction as indicated in the child's IEP.	The U.S. District Court for the Eastern District of Pennsylvania, in Armstrong v. Kline, No. 78-172 (E.D.Pa., filed March 17, 1978), has ruled in favor of plaintiff's seeking an extension to the state 180-day school year regulation. The plaintiffs, five severely handicapped children and their parents, alleged that an appropriate education as required under P.L. 94-142 and Section 504 may include educational programming beyond the normal school year. While this decision has been appealed to the 3rd U.S. Circuit Court of Appeals, a similar case, Georgia Association for Retarded Citizens v. McDaniel, has been filed in the U.S. District Court for the Northern District of Georgia on behalf of a severely handicapped student.
517	OTHER ED.U PROGRAMS Wherever appropriate to meet the students' education needs, otherwise qualified exceptional students shall be allowed to participate in other Ed.U programs available to all or groups of students with certain needs. Such programs may include: • Physical education programs. • Career awareness and development programs. • Art and music programs. • Industrial arts programs. • Compensatory education programs and activities for economically disadvantaged children. • Indian education programs. • Bilingual education programs. • Adult/continuing education programs. • Summer programs.	

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518	INDIAN EDUCATION PROGRAMS Otherwise qualified Indian exceptional children shall be allowed to participate in programs specifically designed to meet the specialized and unique educational needs of Indian students. Indian education programs and projects should seek to include activities, services and materials that support and build upon the values, heritage and traditions of the Indian community and may encompass activities such as the following: • Instruction in tribal heritage and traditions. • Traditional Indian art, crafts, music and dance. • Native language arts including bilingual projects and the teaching of Indian and Alaska Native languages. • Instruction in Indian history, current affairs and tribal or Alaska Native corporation relationships. • Remedial instruction in basic skill subject areas. • Provide opportunities for Indian students to become involved in extracurricular activities. • Home/school liaison activities. • Dropout, alcohol and drug abuse prevention.	The Indian Education Assis tance Act (Title II of the Indian Self-Determination and Education Assistance Act, P.L. 93-638), provid supplemental financial assistance to state and previously private Ed.U's as well as Indian organizations to meet the "specialized and unique educa tional needs of Indian st dents which may have resulted from the socioeconomic conditions of the parents, from cultural or language differences or other factors." In addition, the Indian Elementa and Secondary School Assi tance Act (Title III of P.L. 81-874 as added by Part A of Title IV of the Indian Education Act, P.I 92-318 as amended) provic financial assistance to state and tribal or Indis community controlled Ed.U for projects to meet the special educational and culturally related academ needs of Indian children. Part B of this Act (P.L. 92-318 as amended) also provides financial assistance to Ed.U's to suppor educational services as well as planning pilot an demonstrative projects designed to improve educa tional opportunities to Indian preschool, elementary and secondary school students.
519	NONACADEMIC AND EXTRACURRICULAR ACTIVITIES Exceptional children shall have the opportunity to participate in the following nonacademic and extracurricular services and activities:	Section 504 regulations require that Ed.U's recei ing federal financial assistance shall provide

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	• Counseling services. • Health services. • Recreational activities. • Special interest groups or clubs sponsored by the Ed.U. • Employment of students. • Interscholastic athletics. • Club or intramural athletics.	nonacademic and extracurricular services and activities in such manner as is necessary to afford the handicapped students an equal opportunity for participation in such services and activities. Moreover, in providing or arranging for the provision of these services and activities, including meals and recess periods, handicapped students shall participate with nonhandicapped students to the maximum extent appropriate. In terms of athletics, the Office for Civil Rights has issued a policy interpretation (Federal Register Vol. 43, August 14, 1978) prohibiting the exclusion of students who have lost an organ, limb or appendage but who are otherwise qualified for participation in contact sports. Such students, however, may be required to obtain parental consent and approval for participation from the doctor most familiar with their condition.
520	AWARENESS/SENSITIVITY ACTIVITIES The Ed.U shall provide awareness and/or sensitivity activities regarding the characteristics of exceptional children, youth and adults in order that all regular education students, staff, administrators and supervisors will better understand and appreciate the unique needs of these individuals.	

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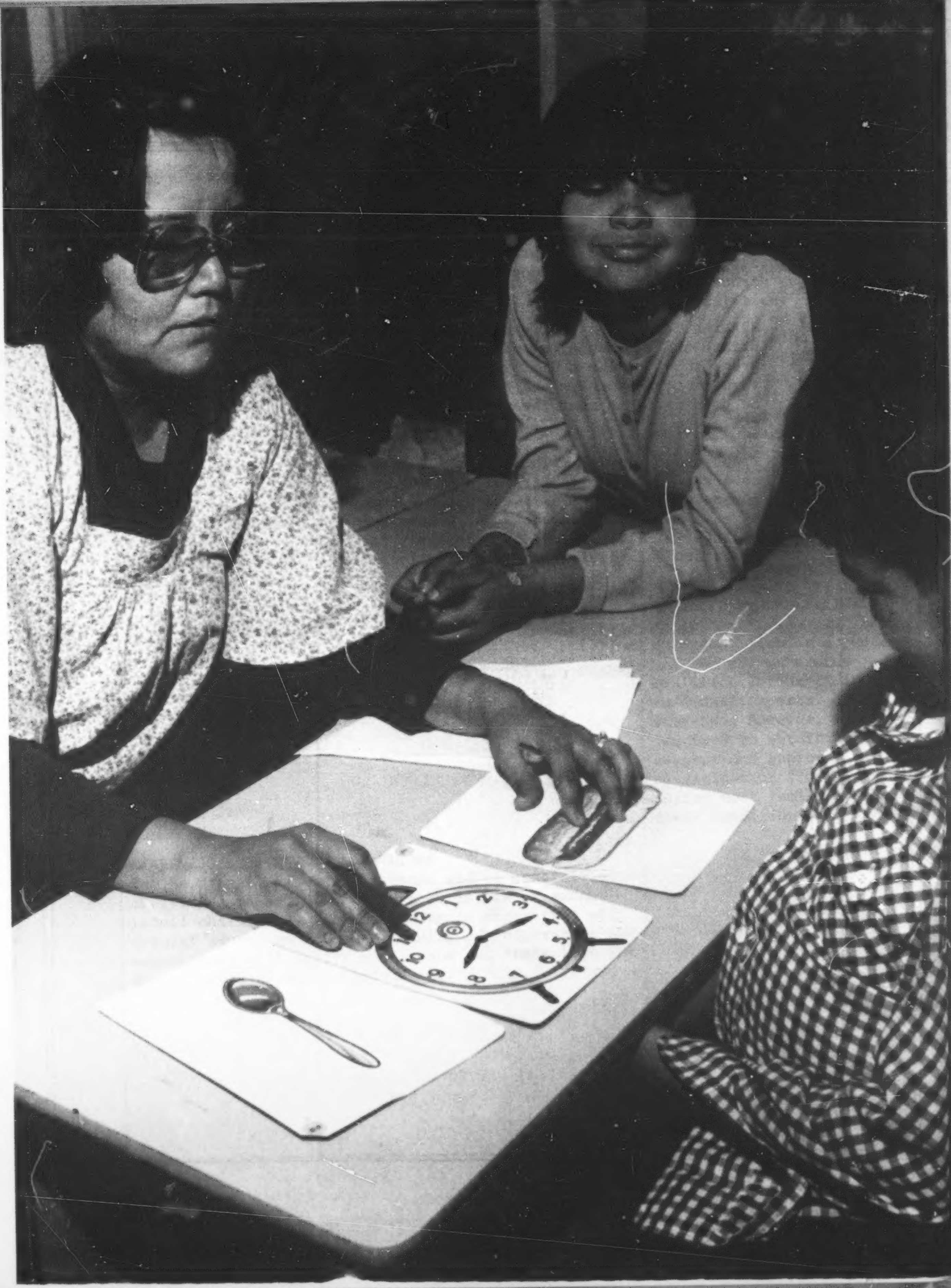
	Community-Based Services	
521	COOPERATION WITH COMMUNITY-BASED PROGRAMS The following community-based alternative programs may be made available for exceptional students through contractual or other cooperative arrangements. 521.1 Alternative School Programs. Whenever appropriate and available, alternative school programs that provide a different learning environment, curriculum and methodology shall be considered to meet the needs of exceptional children. 521.2 Transition Programs. The Ed.U shall plan and cooperate with public, tribal and private human service agencies in the establishment of community-based services which provide residential alternatives, particularly for those students living in an institutionalized community.	



SECTION II:

PROCEDURAL SAFEGUARDS

600 - DUE PROCESS

700 - STUDENT RECORDS

800 - ADMINISTRATION OF MEDICATION

900 - SCHOOL DISCIPLINARY MEASURES

1000 - CHILD ABUSE AND NEGLECT REPORTING

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	General Due Process Provisions and Minimums	
600	GENERAL PROVISIONS Each Ed.U shall develop written policies and procedures to insure a free appropriate public education for each exceptional child. It is imperative that when initial educational evaluation and placement decisions or changes in existing placement are being considered, due process protections be provided to the child, the family and the schools. The Ed.U must also insure that information relative to due process policies and protections is disseminated to parents and the exceptional child, when appropriate, in inform them of their rights.	The basis for guaranteeing students due process rights can be found in the Fifth and Fourteenth Amendments of the U.S. Constitution. The Fifth Amendment provides that no person shall "be deprived of life, liberty, or property, without due process of law" and the Fourteenth Amendment provides that "no State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States nor shall any State deprive any person of life, liberty, or property without due process of law." With the enactment of the Education Amendments of 1974, P.L. 93-380, all state (including BIA) education agencies, in order to remain eligible for federal funds for the education of handicapped children, were required to adopt a state plan that would include provision of adequate due process in educational decision making. Similar provisions are required under P.L. 94-142 and Section 504 regulations.
601	DUE PROCESS MINIMUMS In order to meet minimum due process standards in the identification, evaluation, educational placement and provision of services to exceptional children, each Ed.U shall establish the following:	Nothing in the suggested procedures should be construed as authorizing any delay in the provision of

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	• Written notification before evaluation. In addition, parents always have the right to an interpreter/translator if their native language is other than English. • Written notification before change in educational placement. • Periodic review of educational placement. • Access to education records. • Assignment of a surrogate parent for children when: a. The child's parent or guardian is not known. b. The child's parents are unavailable. c. The child is a ward of the state. • Opportunity for an impartial hearing including the right to: a. Receive timely and specific notice of such hearing. b. Review all records. c. Obtain an independent evaluation. d. Be represented by counsel and accompanied by persons having special knowledge of exceptional persons. e. Cross-examine. f. Bring witnesses. g. Present evidence. h. Receive a complete and accurate record of proceedings. i. Appeal the decision.	education and related services to which a child is otherwise entitled.

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	Timely Notice and Consent	
602	TIMELY NOTICE AND CONSENT Each Ed.U shall develop written policies and procedures for the provision of timely notice and parental consent for the following purposes: ● Student evaluations. ● Placement decisions. ● Changes in existing placement.	P.L. 94-142 regulations require Ed.U's to provide written notice to the parents of a handicapped child a reasonable time before the Ed.U proposes or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education. The regulations further require parental consent before conducting an evaluation and initial placement in a program providing special education and related services.
603	WRITTEN AND ORAL NOTIFICATION BEFORE AN EVALUATION When a child is referred for an evaluation, the Ed.U shall send a written notice in English and where appropriate in the native language of the home to the parents of the child. Parents shall be informed of the following: ● Reason the evaluation has been requested. ● Name of person who made referral. ● Description of procedures and instruments to be used and statement of parents' right to review them. ● Statement of parents' right to review and obtain copies of all records. ● Statement of parents' right to refuse permission for evaluation. ● Statement of parents' right to obtain independent educational evaluation. ● Statement of right to be fully informed of evaluation results.	
604	INTERPRETER FOR INDIAN PARENTS Each Ed.U shall provide an interpreter knowledgeable in special education when communicating with an Indian parent whose native language is other than English or uses another mode of communication.	In some instances, Indian parents may prefer that a member of the extended family or some other individual with whom they are familiar serve as an interpreter, however, this does

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		not relieve the Ed.U of its responsibility for providing trained interpreters. When the native language is not a written language, the Ed.U shall take steps to insure that the notice is translated orally to the parents.
605	PARENTAL SIGNATURES ON FILE Prior to proceeding with an evaluation, written permission must be secured from parents. Copies of the parental signature(s) for evaluation shall be filed in the following places: • In the Special Education Administrator's office. • In the child's permanent record.	If the parent refuses or otherwise witholds consent, the Ed.U may: • Follow state procedures. • Request a due process hearing. • Elect not to proceed with the referral process.

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	Surrogate Parents	
606	LOCATING PARENTS Each Ed.U shall establish policies and procedures that specify the Ed.U's good faith attempts to locate the natural parents, guardians or parent awarded child custody by a court of competent jurisdiction before proceeding in the educational decision making process. The Ed.U should also document and record these attempts to locate the parents before initiating proceedings to assign a surrogate parent.	A duly constituted tribal court shall also be considered a court of competent jurisdiction. Under P.L. 94-142 regulations, the term "parent" means a parent, a guardian, a person acting as a parent of a child or a surrogate parent. The term does not include the state if the child is a ward of the state. In determining whether an individuals is "acting as a parent" with respect to a child, an Ed.U should consider: (1) the current relationship of the child to the natural parent(s); (2) the length and stability of the relationship between the individual and the child; (3) tribal custom; (4) applicable state law; and (5) dependency for purposes of state or federal income tax purposes.
607	PARENT SURROGATES In instances where a child is a ward of the state or when the child's parents are unknown or unavailable, then an individual, not an employee of the state, BIA or local Ed.U involved in the education of the child, should be assigned by each Ed.U to act as a surrogate parent for the child. 607.1 When appointing a surrogate parent for an Indian child, the Ed.U should take into consideration local tribal customs and make every effort to appoint an individual who shares the same culture and language as the child. The following individuals should be given preference in appointing a surrogate parent:	Children whose parents are unknown or unavailable, or children who are wards of the state do not have their rights safeguarded unless there is an advocate to act for them during the educational decision making process.

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	• A member of the extended family. • A member of the same tribe. • An Indian of another tribe.	
608	TRAINING PROGRAM FOR PARENT SURROGATES Each Ed.U shall consider the following elements when conducting a training program for parent surrogates: • Role and legal responsibilities of a surrogate. • The characteristics and needs of exceptional children. • Knowledge of existing special education programs and related services. • Knowledge of existing bilingual, vocational, and compensatory education programs and projects. • Knowledge of current policies and procedures, including procedural safeguards, which protect the educational rights of exceptional children and their parents. • The establishing of rules governing the employment, compensation and monitoring of surrogate performances.	
	608.1 In addition, the following elements should be incorporated in those training programs that prepare individuals to act as surrogates for Indian exceptional children: • The characteristics and educational needs of Indian children. • Knowledge of Indian education programs and services. • Knowledge of current Indian education policies including tribal educational policies.	

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	Request for a Hearing	
609	THE RIGHT TO AN IMPARTIAL HEARING Each Ed.U shall establish written procedures providing for an impartial hearing process that will provide an objective review of the parent-school disagreement and ultimately produce an objective decision resolving the dispute. Hearings may be convened when: • The child is being considered for evaluation and permission is not granted by the parents. • The parent disagrees with the evaluation performed by the school. • A change in the child's educational placement is planned by the Ed.U, or has been requested by the parent, and there is disagreement over the recommendation. • There is disagreement over the delivery of special education services as outlined in the IEP.	
610	PREREQUISITES TO THE HEARING Prior to the hearing, the Ed.U shall insure that the following steps shall occur: • Prior notice of the intent to convene a hearing should be provided to the parents. Notice shall be in writing in English and the native language of the home where appropriate and shall be sent via certified mail. • The child shall remain in his/her current educational placement until the hearing officer enters a decision following the hearing, except in an emergency situation when the health and safety of the child or other children would be endangered or when the child's presence substantially disrupts the educational programs for other children. • The parent, or his designee as established in writing, shall be allowed access to the school reports, files and records pertaining to the child and shall be allowed to obtain copies at the actual cost of copying, unless this should prove a hardship to the parents. • Within 14 calendar days of receipt of a request for a hearing, a trained impartial hearing officer shall be appointed by the state education agency, BIA Office of Indian Education Programs or Ed.U to preside at the hearing.	Prior to the hearing, the Ed.U could schedule a conference with the parent to review the proceedings, findings, and recommendations to date for the purpose of settling the controversy and if possible avoiding the hearing. If resolution is not achieved at the conference or if there is insufficient communication to convene the conference, the hearing will be scheduled. A conciliatory meeting between parents and Ed.U personnel is "good practice" that can lead to better cooperation between home and school and could also result in both a time and cost savings for both parties. Regardless of the formal and informal steps leading to a hearing and the many

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	- Within 7 calendar days of the appointment of the hearing officer, the state education agency, BIA Office of Indian Education Programs, or Ed.U shall provide notice of the time and place of the hearing to the hearing officer, to the parent and to the officials of the Ed.U. The hearing to be held at a time and place reasonably convenient to the parent and the child involved and shall not occur more than 45 days after the written receipt of the request for a hearing. Notice to the parties involved shall be in writing in English and the native language of the home where appropriate, and shall be sent via certified mail. - Information used by both the school and the parents should be exchanged prior to the hearing so that both parties have access to the same information. - A parent should be informed of the right to be represented by legal counsel and to require the attendance at the hearing of any officer, employee or agent of the Ed.U who may have evidence or testimony relevant to the needs, abilities, proposed programs or status of the child.	procedural provisions that must be met in the hearing situation itself, the key concept is that the final decision of the hearing officer will be as impartial as possible. In this text, the term hearing officer refers to the individual who when acting in that role is an official representative of the State Commissioner of Education.

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	Hearing Procedures	
611	HEARING PROCEDURES Each Ed.U shall establish written procedures which contain at least the following information regarding the conduct of the hearing: • The hearing officer shall preside at the hearing and shall conduct the proceedings in a fair and impartial manner so that all parties involved in the hearing shall have an opportunity to and be encouraged to present evidence and testimony. • At all stages of the hearing, interpretors shall be provided where necessary at public expense for the deaf and native language speaking participants. • A tape recording or other verbatim record of the hearing shall be made. Such record shall remain under the control of the State Education Agency or BIA Office of Indian Education Programs. The parents and the Ed.U shall have the right to this record on request. • The hearing shall be closed to the public unless the parent requests an open hearing. • The parent and the Ed.U may bring representatives including legal counsel, agency representatives, Indian education advocates or others to the hearing. Each shall have the right to a full and complete listing of persons the other party will have at the hearing. • The parent and the Ed.U or their respective representatives shall have the right to present evidence and testimony. • The parent and the Ed.U or their respective representatives shall have the opportunity to confront and question all witnesses at the hearing. • If the child is over the age of majority, he or she shall have all rights of the parent, including the right to exclude the parent(s). • If the child has not reached the age of majority, the parents shall have the right to determine if the child shall attend the hearing, except upon a finding by the hearing officer that attendance of the child would be harmful to the child's welfare. The child may then be excluded from all or part of the hearing.	Whenever a decision about a child is contested to the point that a hearing is to be convened, the hearing must be conducted in an impartial manner by an impartial hearing officer or a neutral review panel. The hearing described here is not a judicial proceeding and therefore the hearing officer need not enforce strict rules of evidence and strict formality. It is desirable to facilitate communication and benefit from the informality. The seating arrangement should permit all participants to easily hear and see each other.

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	• The burden of proof as to the adequacy and appropriateness of the proposed course of action shall be upon the Ed.U. In the case of a placement question, the Ed.U must demonstrate why less restrictive placement alternatives could not adequately and appropriately serve the child's educational needs.	
612	HEARING DECISION Within 14 calendar days after the hearing is held and no later than 45 days after the receipt of the request for a hearing the hearing officer shall issue a decision in accord with the following: • The decisions shall be in writing in English and where appropriate the native language and shall be sent by certified mail to the parent, the local Ed.U and the State Education Agency or BIA Office of Indian Education Programs. • The decision of the hearing officer shall be based solely on evidence and testimony presented at the hearing. • The written decision shall include findings of fact, conclusions, and reasons for them. • The decision shall include a statement of the procedures necessary to obtain an appeal of the hearing officer's decision, including a list of those agencies from which the parent may obtain legal assistance. • The decision shall be binding on the parent and on the local Ed.U officers, employees, and agents. If the case is appealed, the decision of the hearing officer shall be adhered to pending outcome of the appeal, unless specific waiver is obtained.	The hearing officer should base his/her decision on the merits of the individual case under discussion and not on any previously decided case and/or decision by other hearing officers deciding different cases. The hearing officer must be aware of the structure of the written report to be developed at the conclusion of each hearing. The information presented should include at least the following: • A statement of the purpose of the hearing. • A list of all persons attending the hearing including identification information. • A review of the facts as presented by the school system. • A list of the specific points being challenged and defended. • A review of the evidence. • The decision. • The justification for the decisions. If the decision is to disapprove a proposed individualized education program, it shall state what would be an adequate and appropriate educational program

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		for the child. If the decision is to approve a proposed individualized program, it shall indicate why less restrictive placement alternatives could not adequately and appropriately serve the child's educational needs. If the hearing officer feels that insufficient information is available to make a decision, he/she may call the hearing incomplete, clearly indicate to all parties the type of information needed, and then reschedule the hearing.
613	HEARING DECISION APPEAL PROCEDURES Within 14 calendar days after a decision has been made, an appeal of the decision may be initiated by the parent or by the Ed.U to the appropriate administrative official (e.g., the State Superintendent of Public Instruction, Director, Office of Indian Education Programs, or Court).	P.L. 94-142 states that any part aggrieved by the findings and decisions under this part "shall have the right to bring a civil action with respect to the complaint presented pursuant to this section, which action may be brought in any state court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy. In any action brought under this paragraph, the court shall receive the records of the administrative proceedings, shall hear additional evidence at the request of a party, and, basing its decision on the preponderance of the evidence, shall grant such relief as the court determines is appropriate."

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	Hearing Officer	
614	SELECTION OF HEARING OFFICER Each Ed.U shall develop written procedures outlining guidelines for the selection of impartial hearing officers. 614.1 Selected individuals should possess qualifications such as the following: • Not be involved in the decisions already made about a child regarding identification, evaluation, IEP, placement or review. • Be capable of making a decision and be sufficiently unbiases so that they will not be predisposed toward any decisions that they must make or review. • Have the necessary skills to effectively structure and conduct hearings in conformity with standard requirements and time lines and to encourage the participation of the principal parties and their representatives. • Be sufficiently free of other obligations to provide priority to their hearing office responsibilities. 614.2 Selected individuals who will be assigned to hearings involving Indian children and parents should have the following qualifications: • Possess special knowledge about the nature and needs of Indian exceptional children. • Be fluent in the native language where appropriate.	People from many walks of life will qualify as hearing officers. Certainly, special and regular educators, educational and other psychologists, attorneys, tribal judges or representatives, IHS employees, social workers and parents of handicapped or nonhandicapped children could all meet such requirements. In no case may a hearing officer be someone who has any responsibility for the education of the exceptional child. According to an OCR policy interpretation of Section 504 regulations, school board members may not serve as hearing officers in proceedings conducted to resolve disputes between parents or handicapped children and officials of their school system.
615	TRAINING OF HEARING OFFICERS Each Ed.U shall establish written procedures guaranteeing that hearing officers will have received professional training in at least the following areas: • Role and responsibilities of a hearing officer. • Public policy, i.e., federal, state or BIA statutes, administrative rules and regulations, case law and attorney general's opinions, and the education of exceptional children. • The characteristics and needs of exceptional children. • Procedures for conducting the hearing.	Since all the above people, regardless of their knowledge and experience with the education of handicapped children, will no doubt be somewhat uninformed about the authority and responsibilities of hearing officers, the training program must be broad.

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	615.1 Training for hearing officers working with Indian exceptional children should include: • Characteristics and needs of Indian children. • Tribal education policy. • Indian Health Service and BIA Social Services policy, where appropriate.	

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	Confidentiality	
700	CONFIDENTIALITY AND STUDENT RECORDS Each Ed.U shall establish written procedures regarding the storage, retrieval and use of all information collected pertinent to the education of every exceptional student to insure the confidentiality of the information and guarantee the student's right to privacy.	P.L. 94-142 regulations protect the confidential nature of special education services. Final federal regulations of P.L. 93-380 regarding the Privacy Rights of Parents and Students, known as the Buckley Amendments to the Family Educational Rights and Privacy Act, were promulgated in June, 1976, and these regulations are applicable to all Ed.U's regardless of the degree of federal financial assistance.
701	CLASSIFICATION SYSTEM Each Ed.U shall classify information determined confidential into at least the following given categories: • Basic identifying data. • Verified data. • Anecdotal records. • Other agency data. • Personal professional files.	This classification system is an example of the categories of confidentiality that must be maintained solely to protect the individual rights of the child and his/her parents. Many Ed.U's follow the same process of determining levels of confidentiality, but based on a state or BIA policy, choose to label their system differently.
702	BASIC IDENTIFYING DATA Data in this classification consists of basic information about the individual student and may include: • Basic identifying data (name, date of birth, place of birth, sex, student I.D. number, tribal membership, home address, parent or guardian's name and address). • Parent's or guardian's business address and phone. • Courses, grades and credits earned. • Attendance data. • Activities, awards and special programs.	Some Ed.U's use specific identifying data (i.e., name, grade, activities, awards, etc.) and classify this as Directory Information.

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703	VERIFIED DATA Data in this classification consists of information of a more detailed and sensitive nature about the student and may include: • Family background information including Tribal enrollment or Indian Student Certification Form. • Native language of student. • Parent/home/school correspondence. • Letters of recommendation from school personnel. • Reports of disciplinary action (such as suspensions, enrollment termination, exemptions and transfers, expulsions, court referral, appeal action, appeal board recommendations, and other related actions). • Teacher and/or counselor anecdotal records. • Verified and evaluated reports of irregular behavior patterns. • Health data. • Standardized academic test information (type of test, date of test, and test results). • Standardized intelligence and aptitude test information (type, date, results). • Personality test information (type, date, results). • Student evaluations and/or related actions. • Individualized education programs (IEP's).	As a general guideline, verified data is usually generated and/or collected by the Ed.U as a result of needed information about a particular student's functioning or performance level. Eligibility to receive services from the BIA or be counted for entitlement funding under Part A of the Indian Education Act, P.L. 92-318, is in part based upon each program's definition of Indian. The BIA requires a statement of the student's affiliation with a federally recognized tribe while the Office of Indian Education has an Indian Student Certification Form. This information should be a part of an Indian student's records to assure participation in schools and/or programs designed for Indians.
704	ANECDOTAL RECORDS Each Ed.U shall establish a written policy regarding the development of anecdotal records by school personnel for the sole purpose of objectively describing an individual student's academic, social and physical behavior where such records will be considered as part of the total evaluation of the child in relation to providing the child with a more appropriate education.	
705	OTHER AGENCY DATA This type of data includes comprehensive, highly personal information collected by the school from other agencies, augmented by reports from specialists and outside agencies or institutions.	The confidentiality of other agency data is also protected under P.L. 94-142. Other agency data is information clearly important to the evaluation process and the development of the child's individualized education program and the information is used for a particular period of time.

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706	PERSONAL PROFESSIONAL FILES Each Ed.U shall establish written policies regarding the development, maintenance and use of any records used by an individual professional to provide better, more accurate delivery of services to an exceptional child.	Personal professional files are defined as including notes taken during observations, interviews, clinical diagnoses, or various memory aids which support the professional's ability to work with a child. These files do not have to be released under the Family Educational Rights and Privacy Act.

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	Access to Student Records	
707	ACCESS TO STUDENT RECORDS Each Ed.U shall establish written policies pertaining to access to student records which guarantee parents and eligible students (i.e., over the age of majority) at least the following: • The right to access records includes the right to a response to parents' reasonable requests for explanations and interpretations of the student records. • The right to obtain copies of student records. • The right to obtain a list of the types and locations of student records. • The right to an interpreter if of limited English speaking ability. • The right to request changes in the student record, or to insert their own clarifying statements.	Under the Buckley Amendments, access means only a review or inspection of the student records.
708	CONDITION OF ACCESS Parents and eligible students maintain the right to access their child's records (or their own) upon their request, within 45 calendar days, and also under circumstances such as the following: • When the student transfers to another Ed.U. • When distance prevents the parents from having direct access. • When a parent designates in writing that a third party may have access to obtain the records. • When the records are subpoenaed by the Court. • Prior to an IEP meeting and/or a due process hearing.	
709	STUDENT ACCESS Each Ed.U shall establish written procedures regarding the age of the student in order to access the individual records.	The age of majority has been determined under Federal law to be eighteen, however, state or tribal policy may permit a lower age level. If a student is younger than eighteen but married or has graduated from high school and is attending a post-secondary institution, adult rights are passed to the student. In these instances, and whenever a student

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		is eighteen years of age or older, the student becomes the only person with the right to access the records and the student must then give written permission for his/her parents and others to access the records. A policy of flexibility that uses the age of majority as the maximum age but which would judge each individual request for access on the basis of that request is necessary.
710	OTHER INDIVIDUALS WITH ACCESS RIGHTS Each Ed.U shall establish written policy in accordance with federal, state and/or BIA law and regulations describing persons other than parent and/or eligible student who may access records. The following must minimally be included in those written policies: • Other school officials, including teachers within the education institution or Ed.U who have legitimate educational interests, determined by directly working with the child. • Officials of other schools or school systems in which the student intends to enroll upon condition that the student's parents be notified of the record transfer in the native language of the home, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.	
711	OFFICIALS WITH LIMITED ACCESS Certain officials have access to records if the information they contain is necessary in conjunction with the audit and evaluation of a federally-supported education program or in connection with the enforcement of the federal legal requirements relating to such programs.	Authorized officials under the Buckley Amendment include representatives of: • State Education Agencies. • The Secretary of Education. • The Comptroller General of the United States. • BIA Office of Indian Education Programs.

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712	RECORD OF ACCESS Each Ed.U shall establish school-wide procedures to monitor access of individuals to student records. Written record of access must contain at least the following: • A written record of requests and reasons for access. • Record of persons/agencies granted access. • Date of access to information.	Each Ed.U should keep an accurate list of all persons accessing records.

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	Release of Information	
713	RELEASE OF INFORMATION Each Ed.U shall establish written procedures for obtaining consent from parents or eligible students regarding the release of individual student records. As part of obtaining fully informed consent, at least the following are necessary components of procedures: ● The consent must be in writing. ● The parent must be provided the information set out in the notice requirement promulgated by the collecting agency, in his/her native language. ● The consent must specify the activity for which it is to be released and to whom the records are to be released.	Release of information means actual removal of the student records from the Ed.U, whereas access to student records means that the records remain with the Ed.U.

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	Maintenance, Review and Destruction of Student Records	
714	MAINTENANCE OF ALL RECORDS Each Ed.U shall establish written policy regarding the maintenance of all student records which shall include consideration of at least the following: • Storage of records. • Procedures for adding or amending information. • Review and destruction of records.	
715	STORAGE OF RECORDS All confidential records should be stored in one location; if the components of the records are divided, then the location(s) of the rest of the records shall be noted in the original folder.	Records of exceptional children shall be filed with the records of every other child in the same building whenever possible. Often, special education records are stored with the administrator responsible for special education. In either case, parents must be informed of each location of their child's records.
716	SYSTEMATIC PROCEDURES FOR COLLECTION OF RECORDS Standard Ed.U-wide procedures shall be established so that student information is collected, recorded, and maintained in a systematic manner for each child's records. A form placed in front of the record shall contain at least the following: • A written entry indicating what information is being added to the record. • Date information is entered. • Signature (at least initials) noting the person/position responsible for the origin of new information.	
717	AMENDMENT TO STUDENT RECORDS Each Ed.U shall establish policies and procedures that afford parents and eligible students at least the following: • Right to request to amend the student's educational record. • Right to a hearing to determine if the student record contains inaccurate or misleading information.	

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	• Right to insert a statement commenting on the information under disagreement and stating their reasons for disagreeing with the information, if the outcome of the hearing reveals the information does not require amendments.	
718	PERIODIC REVIEW AND DESTRUCTION OF RECORDS Standard Ed.U-wide procedures shall be established so that student record information is periodically (at least annually) reviewed and deleted or destroyed whenever a determination is made that the information is no longer necessary or relevant to the education of the exceptional child. Procedures shall contain at least the following: • Any changes made regarding the information contained within the student record must protect the confidentiality rights of student and parents. • Ed.U's must establish specific time lines for the deletion and destruction of the student's records in accordance with applicable state, federal and BIA laws and/or regulations. • Notice to parents when the student record information is no longer needed to provide special educational services to the child. • If the parents request that specific special education records no longer needed for special education services be destroyed, the Ed.U shall do so, but may retain basic identifying data.	It is recommended that the Administrator of Special Education assume final responsibility along with the parents when determining what information should be deleted or destroyed. All persons must remember when decisions are made to destroy any records that some information may be needed in the future life of certain handicapped children for purposes of Social Security benefits. Therefore, it is recommended that Ed.U's retain pertinent identifying data.

800 - ADMINISTRATION OF MEDICATION

Policy Number	Policy Statements and Options	Policy Development Considerations
	Procedures for the Administration of Medication	
800	MEDICATION POLICIES Each Ed.U shall establish written policies concerning the storage and administration of medication, the conditions under which it may be administered and the personnel responsible for such administration.	
801	MEDICATION FORMS Each Ed.U shall have a standard Administration of Medication form complete with the following information for each child who is to have medication administered during school hours: • The type of prescription and recommended dosage. • Description of time and method of administration according to physician's recommendation. • Description of anticipated reactions of child to medication according to physician's/pharmacologist's recommendation. • Parental signature for professionals to administer medication. • Physician's signature for specific school professionals to administer medication.	The purpose of this information is to help those who work with exceptional children have an understanding of the effects of medication on the child and also to clearly designate responsibility for school hours.
802	ADMINISTRATION OF MEDICATION No professional can be required to administer medication. In order to protect the health of the child and the rights of the professionals, written policies for the administration of medication shall be developed which consider at least the following: • The school principal has on file in the pupil's student record the completed Administration of Medication form. • The professional has a copy of the Administration of Medication form in his/her files for immediate reference. • The Administration of Medication form must be completed and filed each school year and whenever the prescription is changed by the physician. • The professional shall be forewarned in writing that "the professional may be held negligent and personally liable in court action if a mistake is made by the professional in administering medication."	Under the best of circumstances, it is suggested that all medication be administered by licensed health professionals. However, in many rural areas, this is not always an option due to shortage of health personnel. Therefore, these policies are suggesting that a professional person (teacher, administrator, psychologist, social worker, etc.) rather than a paraprofessional (secretary, aide, etc.) administer the medication. Written policies must reflect the Ed.U's practice on administration of medication.

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	• The professional has the right to refuse to administer medication.	
	802.1 Prescription medicine may not be brought to school by a pupil for self-administration without the physician's approval form on file.	
803	MEDICATION STORAGE Each Ed.U shall designate in writing specific locked and limited access places within each building to house student medication. • In each building that has a full time registered nurse, medication shall be locked in the designated nurse's office. • In each building with less than a full time registered nurse, medication shall be locked in the building administrator's office.	

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	Disciplinary Procedures	
900	DISCIPLINARY MEASURES Each Ed.U shall have written policy and procedures outlining specific behavior which warrents suspension or expulsion and specifies responsibilities of Ed.U personnel whenever disciplinary action is taken. Such policies must conform to due process provisions protecting the individual rights of the student. In every instance of disciplinary action taken by the Ed.U, the parent shall be notified in writing, prior to enactment of the action whenever possible.	Supreme Court decisions in the early 1970's addressed the rights of all students with regard to disciplinary proceedings. The Court ruled in landmark cases such as Wood v. Strictland and Goss v. Lopez that public schools must extend due process protections to students faced with suspension or expulsion from school for disciplinary reasons. Such students must be presented with the charges being brought against them and have the right to a hearing before action can be taken against them.
901	EXCEPTIONAL STUDENT SUSPENSION/EXPULSION In conformance with appropriate Ed.U due process procedures, each Ed.U that suspends or expells an exceptional student for more than ten consecutive school days shall insure that the child receives, during that period, special education and related services substantially equivalent in quantity and quality to those he/she would have received had suspension or expulsion not occurred.	"The Office of Education interprets Part B of the Education of Handicapped Act (EHA) as precluding the permanent exclusion of any handicapped child from an educational program. A handicapped child may be suspended for disciplinary reasons for a reasonable period of time (interpreted by O.E., the U.S. Office of Education, now the Department of Education) to be not more than a total of ten days in a school year. We consider long-term exclusions a change in the child's placement, and thus require the use of prior notice, re-evaluation and other procedural safeguards in the Act. A

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		change in the child's placement is permissable (including removal of the child from the school normally attended) as long as the child is served in an alternate, appropriate facility. However, an exclusion from any educational program is a violation of Part B of the Education of the Handicapped Act." (Quoted from U.S. Commissioner of Education, Ernest L. Boyer in Network, March, 1980).
902	RETURN TO PLACEMENT Each Ed.U shall develop written policy regarding the return to placement of an exceptional student suspended for more than 10 consecutive school days by designating the procedures to be followed taking into consideration the following options: • Return to previous educational placement and review of the IEP. • Reevaluation.	

1000 - CHILD ABUSE AND NEGLECT REPORTING

Policy Number	Policy Statements and Options	Policy Development Considerations
	Child Abuse and Neglect Reporting Procedures	
1000	ABUSE AND NEGLECT REPORTING RESPONSIBILITIES Because of their sustained contact with school aged children, school employees are in an excellent position to identify abused or neglected children and to refer them for treatment and protection. Each Ed.U employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall report to the principal or principal's designee of the school who shall then call the agency designated by state, BIA, or tribal policy or ordinance to investigate such cases.	It is not the Ed.U employee's responsibility to prove that the child is abused or neglected--only to report suspicions. Ed.U officials should also be aware that in some states, it is considered a misdemeanor not to report suspected cases of child abuse and neglect.
1001	REPORTING INFORMATION The following information shall be reported to the investigating agency: • Name, address and age of child. • Ethnic background/tribal affiliation. • Name and address of parent or caretaker. • Nature and extent of injuries or description of neglect. • Other information that might establish the cause of the injuries or condition.	
1002	ABUSE AND NEGLECT REPORTING PROCEDURES Each Ed.U shall develop written policies and procedures for the reporting of suspected child abuse and neglect. Such procedures shall include: • Employee is aware of and alert to the possible signs and symptoms of abuse and neglect. • Employee observes and records data on the child in the school setting. • When child abuse or neglect is suspected, the employee makes immediate oral report to the principal or designee (may be school nurse, school social worker, other school employee). • Employee and principal or designee interviews child to gather information. • If medical attention is needed, procedure for handling injuries or illness is instituted. • If interview supports child abuse or neglect, principal or designee makes immediate oral report to the agency specified in state law.	It is suggested that Ed.U employees should not contact the child's family or any other persons to verify the suspected abuse or neglect. However, the family should be notified that the school has reported suspected child abuse or neglect. Case by case consideration should be made as to when and who should notify the family. Report is usually made to local department of social services or local department of social welfare. Tribes are now involved in child advocacy programs

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	- Child abuse and neglect reporting form is completed by employee for principal or designee. - Within 24 hours, principal or designee sends a copy of the school child abuse and neglect reporting form to pupil personnel office and to the agency specified by state policy. One copy is kept in a separate file to be maintained by the school.	and Ed.U's should be aware of their activities and responsibilities. The child abuse and neglect reporting form should not be placed in the child's personal school record since it is not considered an educational record.
1003	FOLLOW-UP PROCEDURES Each Ed.U shall develop written policies and procedures for followup on a child abuse or neglect referral. Such procedures might include: - Maintain liaison with investigating agency. - Offer counseling for the child. - If child is suspected of being exceptional, initiate special education identification. - Sponsor prevention programs for parents and students which might include: a. Education for parenthood. b. Forums on discipline. c. Groups for adolescents. d. Before and after school activities for students.	

SECTION III:

ADMINISTRATION

1100 - PROGRAM RESPONSIBILITIES

1200 - FACILITIES

1300 - TRANSPORTATION

1400 - PERSONNEL

1500 - FISCAL MANAGEMENT

Policy Number	Policy Statements and Options	Policy Development Considerations
	Ed.U Type, Structure and Jurisdiction	
1100	ED.U TYPE, STRUCTURE AND JURISDICTION To fulfill early childhood, elementary, secondary and post-secondary education responsibilities, states and the Bureau of Indian Affairs have adopted several kinds of organizational patterns. The administrative structure of the Ed.U types serving Indian reservations, Alaska Native villages and former reservations in Oklahoma include: • State a. Single District - boundaries determined so as to allow one educational unit full authority to provide educational services for children within those boundaries. b. County Unit - a governance structure that creates a board over each of the member districts that fall within the geographic boundaries of the county. c. Collaborative Unit - a formal legal basis for two or more districts to provide administrative and programmatic services to those member districts that are bound together by the legal provisions. d. Cooperative District - an informal agreement that develops policies guiding the administrative and programmatic services to those member districts that choose to voluntarily join. e. Regionalization - an agreement between districts to form a governance structure to provide administrative and programmatic services to school districts that contract with this type of unit.	In general, these Ed.U types are responsible for serving all students within their defined jurisdictions. The listing does not include tribally approved organizations that operate programs on or near Indian reservations solely for handicapped children. The existence of programs such as Chinle Valley School for Exceptional Children, A School for Me, Inc., as well as others does not relieve Ed.U's of their respective educational responsibilities. However, state, BIA, tribal or cooperative Ed.U's, based on a child's IEP, may find it necessary to refer or place certain exceptional children in such programs at no cost to the parents in order to provide appropriate special education and related services. Refer also to the Nonpublic Day School Programs policy statement (#509) under the Continuum of Services subsection.
	• Bureau of Indian Affairs (BIA) a. Day School - a school operated and funded by the BIA for Indian students. b. Boarding School - a residential school located on a reservation that is operated and funded by the BIA for Indian students. c. Off-reservation Boarding School - a residential school located off the reservation that is operated and funded by the BIA for Indian students.	BIA schools serve Indian and Alaska Native students who are recognized by the Secretary of the Interior as eligible for Federal services, because of their status as Indians or Alaska Natives, whose Indian blood quantum is ¼ degree or more. In the absence of other available facilities, children of non-Indian

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		Bureau personnel or other non-eligibles may be served subject to the provision of 25 U.S.C. 288 and 269.
	• Tribal or Indian Community Controlled a. Contract School - a school formerly operated by the BIA that is operated primarily for Indian students which at the time of application is controlled, sanctioned, or chartered by the governing body(s) of an Indian tribe(s). b. Previously Private School - a school (other that a federal school formerly operated by the BIA) that is operated primarily for Indian students in any grade or grades from age three years through grade twelve, and which at the time of application is controlled and sanctioned or chartered by the governing body(s) of an Indian tribe(s).	Tribal or Indian community schools refer to schools operated under contract with the BIA. It should also be noted, however, that the Office of Indian Education, U.S. Education Department, awards grants on a competitive basis for no more than three years to plan for, develop and operate an Indian controlled school. An Indian tribe or Indian organization, or a local educational agency that will have been a local educational agency for three years or less is eligible to apply for such funds if it plans to or is operating a school for Indian children that is located on or geographically near one or more reservations.
	• Cooperative a. Cooperative or Collaborative School - a school operated under a cooperative agreement between a school district and the BIA in conformance with state and federal school laws and regulations.	
1101	ED.U JURISDICTION Each Ed.U shall have written policies defining their attendance boundaries, residency requirements, and where appropriate, Indian eligibility requirements. Any additional admission criteria that may be associated with a BIA boarding, tribal or cooperative Ed.U should also be stated.	Dependent upon Ed.U type, it may be necessary to review the following policies in specifying an Ed.U's jurisdiction and/or eligibility criteria: • State statutes or regulations. • State Board of Education policy.

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		• BIA education statutes and regulations. • BIA Administrative Manual. • Related Ed.U school board policy. • Tribal resolutions. It should also be noted that Sec. 31a.4(i) of the newly promulgated BIA Indian Education Policies (Federal Register, Vol. 44, October 9, 1979) directs each BIA school to establish attendance area(s) in cooperation with neighboring schools.

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	Administrative Organization	
1102	SPECIAL EDUCATION ADMINISTRATIVE ORGANIZATION Each Ed.U should contain an identifiable central administrative unit for special education programs and services which is at the same administrative hierarchial level as other major instructional program units.	It is crucial that the organizational pattern utilized by the Ed.U allows the special education administrative unit an opportunity to participate in programmatic and fiscal decision making.
1103	INDIAN EDUCATION ADMINISTRATIVE ORGANIZATION Each Ed.U that offers programs designed to meet the specialized or culturally related academic needs of Indian students shall also have an identifiable administrator/coordinator/specialist who will perform primary management functions.	
1104	RELATIONSHIP OF SPECIAL EDUCATION TO INDIAN EDUCATION PROGRAMS AND REGULAR EDUCATION Each Ed.U shall use a system of organization and administration developed for special education that is linked with all regular education and Indian education programs in order to: • Increase the capability of the Ed.U to plan, develop and institute policies, programs and procedures to insure that Indian exceptional children as well as other minority group exceptional children have full and appropriate educational opportunities. • Permit the coordination of related Ed.U programs so that resources intended for special education and Indian education are maximized.	In most instances, special education and Indian education administrative units, where they exist, need to cooperate in the planning and coordination of their respective services to Indian exceptional children. For example, Indian education programs have familiarity and rapport with Indian communities that could serve as a valuable resource throughout the identification, evaluation, IEP and placement processes in such areas as assisting with child identification activities in Indian communities, providing interpreters, liaisons, or advocates to work with Indian parents, as well as planning and participating in awareness and in-service training activities for special educators, related services personnel and Indian educators.

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1105	ADMINISTRATIVE OPTIONS TO PROVIDE SERVICES Each Ed.U has a number of options for providing the special education and related services necessary to insure an appropriate education for each exceptional child. These options shall include but are not limited to the following:	
	1105.1 Direct service. Under this option, each Ed.U provides all of the required special education and related services necessary for each exceptional child to receive an appropriate education.	
	1105.2 Agreements with other Ed.U's. Each Ed.U may enter into an agreement with state, BIA, tribal or cooperative Ed.U's to furnish needed special education and related services.	A recent Memorandum of Agreement between the BIA Bethel Agency and the Lower Kuskokwim School District in a remote part of Alaska provides an example of the service delivery advantages that can result from the delineation of Ed.U educational responsibilities and the combining of resources. Under the terms of this written agreement, the school district will evaluate, develop the IEP and provide necessary special education and related services to identified exceptional children within the geographic boundaries of the district who are between the ages of 3 and 6 years. For its part, BIA will continue to conduct child identification activities including providing space for diagnostic activities and when possible, make space available for personnel working with preschool children. Upon request, BIA will also provide periodic on-site monitoring of these programs. It was further agreed that the student record maintained by the school district will be transferred
	1105.3 Agreements with other public, tribal or private agencies. Each Ed.U may enter into an agreement or contract with a public or approved tribal or private organization, school agency or institution to purchase services and/or programs needed to insure an appropriate education for each exceptional child.	

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		to the BIA for those pre-school children enrolling in a BIA school.

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	Ed.U Special Education Service Delivery Plan	
1106	ED.U SPECIAL EDUCATION SERVICE DELIVERY PLAN Each Ed.U shall develop a comprehensive Service Delivery Plan that is updated annually describing the Ed. U's responsibility regarding the provision of special education and related services in accordance with federal, state and/or BIA policy requirements.	Under P.L. 94-142, SEA's and the BIA Office of Indian Education Programs distribute at a minimum 75% of the funds received by the state or BIA under this Act to Ed.U's based on an approved local application. The Ed.U Special Education Service Delivery Plan can serve as a basis for the development of this application.
1107	COMPONENTS OF THE ED.U SERVICE DELIVERY PLAN The Special Education Service Delivery Plan developed and implemented by each Ed.U shall consist of, at a minimum, the following elements: • A goal of providing full educational opportunities to all exceptional children aged 3 to 21 including the establishment of priorities for providing a free appropriate education to all exceptional children, first with respect to exceptional children who are not receiving an education, and second with respect to exceptional children who are receiving an inadequate education. • A description by exceptionality of the number of Indian and non-Indian students receiving special education and related services. • A procedure to insure that all children residing within the specified jurisdiction of the Ed.U who are exceptional and are in need of special education and related services will be identified, located and evaluated, including children in all public, tribal and private insistutions and agencies within such jurisdiction. • Any written agreement with other Ed.U's serving similar geographic areas regarding educational responsibilities with respect to Indian exceptional children. • Participation and consultation of the parents or guardians of such children, including availability of the Plan for timely review by the general public, Ed.U Parent Advisory Committee(s), advocacy groups and tribal education committees.	

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	- A description of the kind and number of facilities, personnel, and special education and related services necessary to meet the full service goal. - A description of special education and Indian education in-service training programs and procedures to insure that all Ed.U special educational and general instructional, related services and other support personnel are qualified.	LEA applications under P.L. 94-142 are required to include procedures for the implementation and use of the Comprehensive System of Personnel Development established by the SEA or BIA Office of Indian Education Programs in their respective Annual Program Plans.
1108	DOCUMENTS AND PLANS RELATED TO THE ED.U SPECIAL EDUCATION SERVICE DELIVERY PLAN In developing and implementing the current special education and related services delivery plan, each Ed.U shall take into consideration the following special education and Indian education documents: - State and/or BIA Annual Program Plans, required under P.L. 94-142. - Appropriate state and/or BIA special education and Indian education policies. - Ed.U Indian Education Plans required under P.L. 81-874 (Impact Aid) and P.L. 93-638 (Indian Self-Determination and Education Assistance Act). - Tribal education policies and plans.	An additional document that should be consulted is the Ed.U needs assessment to determine the special educational and culturally related academic needs of Indian children which is required as a part of the application process for funding under Part A of P.L. 92-318 (Indian Elementary and Secondary School Assistance Act). Final regulations further require the ranking of identified needs as well as a determination of the degree to which Indian students participate in other school programs designed to meet such needs, including examination of whether these services are culturally relevant for Indian children.

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	Interagency Cooperation	
1109	POLICIES FOR INTERAGENCY COOPERATION Ed.U's, either through a written, formal process or unwritten, informal process should have policy governing cooperation with other public and tribal education, health and human service agencies in providing special education and related services for exceptional children.	The unique educational needs of Indian exceptional children and youth and their families often require services that may be available through other public, tribal or private agencies. A cooperative interagency and interdisciplinary approach whereby the Ed.U Special Education Administrator has the primary duty for liaison with other agencies and organizations to establish and carry out interagency procedures is one means of meeting the unique needs of these children, particularly those in rural, isolated and remote areas.
1110	INTERAGENCY COOPERATION Each Ed.U shall determine the kinds of special education and related services available through other public, private and tribal agencies including legal responsibilities, applicable eligibility requirements, and when necessary, coordinate the delivery of such services for each exceptional child.	All agencies have missions and mandates relating to their unique role in service delivery. Because of the unique status of Indian tribes and Alaska Native entities, Indian and Alaska Native students are frequently eligible to receive services from agencies such as the Indian Health Service, BIA Social Services and tribal agencies in addition to state human services agencies. When Ed. U's and other agencies enter into written agreements to combine their resources and efforts, it is important that the legal responsibility of each agency be defined.

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1111	TYPES OF INTERAGENCY SERVICES Each Ed.U shall have policy which permits and encourages the Ed.U in conjunction with federal, state and tribal agencies to provide, where appropriate, the following types of services:	The types of services described herein are not exhaustive but rather are indicative of some of the common agencies and services frequently available to Ed.U's located on and near reservations as identified through AISEP Project data collection and field review activities.
	1111.1 Federal Indian Affairs Agencies ● BIA Office of Indian Education Programs and/or Area Offices a. Indian education curriculum/materials. b. Student transportation. c. Educational consultants. d. Student evaluations. e. In-service training. f. Technical assistance. ● BIA Social Services a. Child identification activities. b. Family workers. c. Social workers. d. Parent's transportation to IEP meetings. e. Student transportation for related services. f. Prosthetic devices for students.	
	● Indian Health Service a. Child identification activities. b. Diagnostic services. c. Psychological services. d. Psychiatric services. e. Medical services. f. Physical therapy. g. Occupational therapy. h. Speech and hearing services. i. School health services. j. Vision and hearing screening. k. Dental hygiene services. l. Neurological services.	Indian Health Service (IHS) is an agency of the Department of Health and Human Services which serves Indian populations who generally live on or near reservations. IHS is divided into geographic regions designated as Areas. The Area Offices provide administrative services, technical assistance and consultation to Service Units which consist of hospitals or clinics located on reservations. Services may be delivered directly through the Service Units by health professionals and auxiliary staff or may be purchased on a contract basis from existing health care providers within the Area.

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	1111.2 State Agencies • State Department of Education a. Monitoring and evaluating special education programs and related services. b. Consultation services. c. Planning and delivery of in-service and preservice personnel training in special education. d. Child identification activities. • State Department of Health a. Diagnostic services required for evaluation of exceptional children. b. Diagnostic medical services. c. Physical therapy. d. Occupational therapy. e. Speech and hearing services. f. School health services. g. Vision and hearing screening. h. Dental hygiene services. • State Department of Mental Health and/or Mental Retardation a. Psychological examination of students. b. Psychological services for students and parents of exceptional children. c. Developmental training of exceptional children. d. Individual education services for mentally retarded children in State schools. e. Individual education services for seriously emotionally disturbed children in State schools. • State Department of Vocational Rehabilitation a. Vocational evaluations. b. Work-study programs. c. Vocational counseling. d. Job placement and followup services. e. Vocational rehabilitation services. f. Sheltered and other workshops. • State Department of Youth Services a. Cooperation in development of the IEP for adjudicated exceptional youth. b. Provision of appropriate special education and related services to identified adjudicated exceptional youth in	

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	the least restrictive environment. c. Cooperation and coordination with the local Ed.U in the transition process from correctional facility to local school. 1111.3 Tribal Agencies ● Tribal Education or Human Services Offices a. Child identification activities. b. Native language interpreters. c. Parent training. d. Parent advocate services. e. Vocational rehabilitation services. f. Bilingual/bicultural programs. g. Foster grandparent programs. h. Tribal education curriculum/materials. 1111.4 Other Agencies or Institutions ● Institutions of higher education including Indian community colleges a. Planning and conducting preservice and in-service training in special education. b. Planning and conducting preservice and in-service training in Indian education. c. Planning and conducting preservice and in-service training in bilingual education. d. Development of Indian education and bilingual/bicultural programs. e. Development of rural service delivery programs. f. Indian education curriculum/materials. g. Consultation services.	

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	Contracted Services	
1112	TYPES OF CONTRACTED SERVICES Ed.U's may contract for the following services required in order to provide appropriate special education and related services for each exceptional student: • Counseling. • Diagnostic. • Educational. • In-service training. • Medical. • Neurological. • Occupational therapy. • Physical therapy. • Psychological. • Social. • Speech and hearing. • Transportation.	Among the factors that may require an Ed.U to consider the purchase of services are the following: (1) rural, remote or isolated service areas, (2) low incidence exceptionalities, (3) need for additional or different special education and related services personnel, and (4) cost effectiveness of purchased services.
1113	CONTRACTED SERVICES: AGENCIES, ORGANIZATIONS AND INDIVIDUALS Ed.U's may contract with the following agencies, organizations or individuals to provide appropriate special education and related services: 1113.1 Other Ed.U's • State. • BIA. • Tribal or Indian Community Controlled. • Cooperative. 1113.2 Federal Indian Affairs Agencies • BIA Office of Indian Education Programs and/or Area Offices. • BIA Social Services including Area and Agency Offices. • Indian Health Service. 1113.3 State Agencies • State Department of Education. • State Department of Health. • State Department of Mental Health and/or Mental Retardation. • State Department of Vocational Rehabilitation. • State Department of Youth Services (Corrections).	Some Ed.U's per individual state statute may not have the legal status to enter into contracts with Ed.U's of the same type or of another type or with their state education agency; however, they may be able to enter into cooperative agreements to provide specific services.

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	1113.4 Tribal Agencies, Indian Organizations and Indian Institutions • Tribal education and/or human service agencies. • Head start programs. • Indian community colleges. • Indian organizations.	
	1113.5 Other Agencies, Institutions and Organizations • Institutions of higher education. • Approved private facilities. • Private clinics. • Hospitals. • University based clinics.	
	1113.6 Private Practitioners • Special education and Indian education specialists. • Physicians. • Therapists.	
1114	CONTRACT COMPONENTS When entering into a contractual agreement, Ed.U's shall have written agreements. The components of the agreements shall minimally include but are not limited to the following statements: • Ed.U purchasing services. • Specification of services to be contracted. • Duration of contract. • Agency/organization/individual providing service(s). • Where appropriate, qualifications of individuals providing services. • Designation of financial responsibilities. • Evaluation component of services provided. • Signatures of officials with authority to enter into contractual agreements.	

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	Registry Information	
1115	REGISTRY: COMPONENTS Each Ed.U shall maintain an ever-current register of all children in need of special education and related services under its jurisdiction. This register shall be annually reviewed and updated. Verified information includes: ● Full name of child. ● Full name of parent(s). ● Sex. ● Ethnic background/tribal affiliation. ● Date of birth. ● Date referral received. ● Date(s) of evaluation and IEP meetings and reviews. ● Date of acceptance or rejection of IEP. ● Type of exceptionality. ● Beginning date of special education services. ● Current special education placement of child.	P.L. 94-142 requires that State Education Agencies and the BIA Office of Indian Education Programs update and report at least annually information regarding: ● The number of handicapped children in each state, within each disability, who require special education and related services. ● The number of handicapped children in each state, within each disability, receiving a free, appropriate education and the number of handicapped children who need and are not receiving a free appropriate education in each such state. ● The number of handicapped children in each state, within each disability, who are participating in regular educational programs and the number of handicapped children who have been placed in separate classes or separate school facilities, or who have been otherwise removed from the regular education environment. ● The number of handicapped children who are enrolled in public or private institutions in each state and who are receiving a free appropriate education, and the number of handicapped children who are

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		in such institutions and who are not receiving a free appropriate education.
1116	PRESUMPTION OF NO SPECIAL NEEDS Each Ed.U shall have a written policy that each child who has been evaluated by a multidisciplinary team and determined not to be in need of special education and related services will not be entered into the register.	
1117	INTERAGENCY REGISTRY AGREEMENTS Each Ed.U shall have a written agreement with BIA, state, local, tribal or other federal agencies that have or maintain a registry of known or suspected exceptional children and youth, to access pertinent educational data.	Many states including the BIA have adopted statewide computer systems which do not identify students by name for reporting and funding purposes.
1118	REGISTRY: PROTECTIONS It shall be the policy of each Ed.U that any personally identifiable data maintained in the registry of exceptional children and youth is protected by laws and regulations governing the confidential nature of student/personnel records.	

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	Program Evaluation	
1119	PROGRAM EVALUATION Each Ed.U shall establish written procedures for evaluating at least every two years all special education and related services programs providing services to exceptional children for whom the Ed.U has responsibility. Program evaluation responsibility extends to those public and private programs: • In which the Ed.U has the direct administrative responsibility for the special education and related services program(s). • In which the Ed.U contracts for program services. • In which the Ed.U enters into a cooperative agreement for program services.	A number of program evaluation approaches exist to determine the status of programs sponsored by the Ed.U. These options include but are not limited to: • A systematic evaluation of all special education programs including related services for which the Ed.U has the responsibility to provide. • A program evaluation to evaluate all similar types of programs. For example, such an evaluation could include: a. All programs within a specific disability category (LD). b. All like types of programs (resource rooms). • A program evaluation reporting data from only one program.
1120	PROGRAM EVALUATION TEAM Whenever a program evaluation study is undertaken by an Ed.U, a team shall be organized to conduct the evaluation. At a minimum, the team shall include: • The administrator of special education. • Indian education administrator/coordinator/specialist. • A regular education administrator. • Special education teacher(s). • Regular education teacher(s). • Parent(s). • Related services specialist(s).	
1121	PROGRAM EVALUATION COMPONENTS Each Ed.U conducting a program evaluation shall determine criteria for measuring the effectiveness of the programs with respect to compliance with Right to	Ed.U's as a part of the program evaluation should give some consideration to

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	Education mandates and other local, tribal, state or BIA qualitative policies and standards, in each of the following program components: • Child identification and evaluation procedures. • Implementation of written individualized education programs. • Provision for the least restrictive appropriate environment. • Program delivery options including related services. • Individual student achievement. • Personnel qualifications and utilization. • Staff development. • Finance. • Affirmative action. • Interaction of special education and Indian education programs.	the number of minority group exceptional students in special education programs. Increasingly, advocates for minority group students are questioning and in some cases are challenging the overrepresentation of these children and youth in special education programs through the courts and the Office of Civil Rights complaints. In instances where Black, Hispanic and/or Indian students constitute a greater percentage of students enrolled in special education programs than their overall school representation, it is frequently alleged that this imbalance is a result of racial and cultural bias in school procedures and practices.
1122	PROGRAM EVALUATION REPORT(S) The results of the program evaluation shall be specified in a written report that shall minimally contain the following information: • Names of persons (team) conducting the program evaluation. • Date(s) of program evaluation. • Listing of the data and methods including the names and kinds of personnel interviewed, employed during the evaluation. • Description of educational programs and related services evaluated including overall strengths and weaknesses. • Recommendations for program improvement including time lines and suggested technical assistance required as a result of the program evaluation recommendations.	Under Section 84.6(c) of the regulations implementing Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706, recipients of federal financial assistance who operate elementary and secondary programs and activities are to have evaluated as of May 4, 1978, with the assistance of interested persons including handicapped persons or organizations representing such persons, its current policies and practices as well as their effects that do not or may not meet the requirements of these regulations. In addition to a description of areas examined and any problems identified, recipients are required to make

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		necessary modifications and take appropriate remedial steps to eliminate the effects of any discrimination that resulted from adherence to these policies and practices.

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	Local Special Education Advisory Panels	
1123	ESTABLISHMENT OF LOCAL ADVISORY PANELS Each Ed.U should establish an advisory panel composed of individuals involved in or concerned with the education of exceptional children to work cooperatively with the school system to insure that full and appropriate educational opportunities are available to all exceptional children within the jurisdiction of the Ed.U.	P.L. 94-142 mandates that each state receiving funds under the Act shall have an advisory panel appointed by the Governor or any other official authorized under state law to make such appointments. BIA also has an advisory panel appointed by the Secretary of the Interior. These advisory panels must be composed of individuals involved in or concerned with the education of handicapped children, including handicapped individuals, teachers, parents or guardians of handicapped children, state and local education officials, and personnel from administrative programs for handicapped children. Duties of state advisory panels include: ● Advising the state education agency of unmet needs relative to the education of all handicapped children within the state. ● Commenting publicly on the state annual program plan as well as rules or regulations issued by the state and procedures proposed by the state for distribution of funds. ● Assisting the state in developing and reporting such data and evaluations as may assist the U.S. Commissioner.

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1124	ADVISORY PANEL MEMBERSHIP The Ed.U advisory panel should be composed of at least five persons who are representative of groups such as the following: • Teachers of school age children in special education. • Teachers of school age children in regular education, Indian education, bilingual education, etc. • Parents or guardians of exceptional children. • Related services personnel. • Handicapped individuals, including students. • Representative(s) of local advisory organizations or groups. 1124.1 Additional members to insure that the interests of Indian children and youth are represented may include: • Administrator/Coordinator/teacher of Indian education programs. • Representative(s) from other Ed.U Indian Education advisory panels or committees. • Tribal education officials.	Membership of the advisory panel should adequately reflect the needs of the local communities served by the Ed.U. The composition of the panel and the number of members may be expanded at the discretion of the Ed.U to insure appropriate balance between professional groups and consumers, i.e. parents, advocates and handicapped individuals. In addition, the advisory panel should be reflective of the various ethnic groups served by the Ed.U.
1125	SELECTION OF ADVISORY PANEL MEMBERS Prior to selection, the Ed.U special education administrator shall provide adequate notice throughout the Ed.U about the advisory panel (duties, selection procedures, etc.) and invite nominations. It shall be the responsibility of the special education administrator to providing a listing of all nominated individuals including recommendations to the superintendent or his/her equivalent for appointment by the school board.	Names of qualified persons may come from Ed.U special education and Indian education staff, parent organizations, Indian organizations, tribal governing bodies, tribal agencies, professional organizations, public agencies and other sources.
1126	LENGTH OF APPOINTMENT The members of the advisory panel shall be appointed for staggered terms of office consisting of one, two and three years. An individual may continue to be a member of the panel only so long as the individual meets the qualifications in 1123 and 1124.	
1127	DUTIES OF THE ADVISORY PANEL Special education advisory panels shall adopt bylaws and be organized to perform the following duties: • Assist in the development of local policies and procedures, priorities and strategies	These duties are only suggested. For example, the advisory panel may find it necessary to meet with representatives of appropriate

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	for meeting identified special education and related services needs. • Assist in developing child identification plans and procedures. • Assist in the formulation and development of the Ed.U Special Education Service Delivery Plan and Local Education Agency Application. • Hold advisory panel meetings on a regular basis which are open to the public. In addition, the advisory panel shall schedule time during its regular meetings or at other times to hear complaints and suggestions concerning the provision of special education services. • Submit reports on the advisory panel's findings and recommendations for corrective action. • Make available to the community including tribal governments and advocacy groups information such as committee bylaws, minutes of meetings, list of committee members, committee reports and recommendations as well as other information relating to special education.	federal, state, tribal or other agencies and organizations providing services to exceptional children as well as review and comment on the state and/or BIA Annual Program Plan. Duties of the advisory panel must reflect the needs of the community in working to fulfill the obligation of providing appropriate services for each exceptional child.
1128	RESPONSIBILITIES OF THE ED.U In constituting and maintaining a special education advisory panel, the Ed.U shall perform the following duties: • Insure that an advisory panel is selected in accordance with Sections 1123 and 1124. • Consult with and involve the advisory panel in all aspects of the special education program. • Provide interpreters for persons of limited English speaking ability and the handicapped where necessary. • Make available to the advisory panel copies of all applicable federal and state laws and regulations, state and/or BIA Annual Program Plan(s), local special education and Indian education policies and procedures including any cooperative agreements with other Ed.U's and agencies, the Ed.U Special Education Service Delivery Plan including the Local Education Agency application where appropriate, and periodic reports and evaluations on special education and Indian education.	
	• Prepare the advisory panel to carry out its responsibilities by providing in-service training on federal, state, local and tribal	In some instances, it might be appropriate to reimburse a limited number of

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	special education and Indian education policies as well as training in other areas as agreed upon by the Ed.U and advisory panel. • Reimburse advisory panel members for reasonable and necessary expenses for attending meetings and carrying out duties. • Provide the necessary staff and resources to permit the advisory panel to perform its duties.	advisory panel members for travel to regional or national meetings that provide a unique and valuable learning experience. Assistance to the advisory panel by the Ed.U should be without charge so that the panel can carry out its responsibilities. The following types of assistance should be available upon reasonable notice: • Typing of reports, memoranda, letters and other materials. • Duplicating of materials including the materials required in such duplication. • Mailings, including the provision of envelopes, stationery and postage.

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	General Provisions	
1200	FACILITIES: GENERAL PROVISIONS Each Ed.U shall develop written policy regarding facilities to be used by exceptional children. Policy statements shall include at least the following general provisions: ● Programs for exceptional children are provided in facilities and rooms which are at least equal to the average standards of the rest of the school. ● Exceptional children shall have access to school facilities and areas where they can be educated in the least restrictive setting. ● The facilities in which special programs are provided are such as to maximize the integration of exceptional children into all school activities and to minimize the separation and stigmatization of such children. ● Each Ed.U shall provide whatever equipment and make whatever physical adaptations in its school facilities as are necessary to comply with federal, state, BIA and local policy.	The Architectural Barriers Act of 1968, P.L. 90-480 as amended, prohibits architectural barriers that deny access to public facilities to handicapped persons. Section 84.21 of the regulations implementing Section 504 of the Rehabilitation Act of 1973 bars discrimination regarding program accessibility by requiring that no qualified handicapped person shall, because an Ed.U's facilities are inaccessible to or unusable by handicapped persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination, under any preschool, elementary, secondary or adult education programs or activities to which the regulations apply. P.L. 94-142 authorizes such sum as may be necessary for the U.S. Commissioner to award grants to pay all or part of the cost of altering existing buildings and equipment to eliminate architectural barriers in educational facilities.

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	Program Accessibility	
1201	PROGRAM ACCESSIBILITY Each Ed.U shall insure program accessibility for all exceptional children and youth through such means as the following: • Redesign of equipment. • Reassignment of classes, activities or other services to accessible buildings. • Assignment of aides. • Alteration of existing buildings. • Construction of new facilities.	Section 84.22(a) of the regulations implementing Section 504 of the Rehabilitation Act of 1973 requires that Ed.U's shall operate each program or activity so that when viewed in its entirety, it is readily accessible to handicapped persons. This provision does not require a recipient to make each of its existing facilities on every part of a facility accessible to and usable by handicapped persons.
1202	FACILITY ADAPTATIONS All Ed.U facilities should contain the following minimal modifications so as to insure that they are accessible to exceptional students: • Wide doorways. • Nonskid floors. • Hand rails. • Round corners. • Protected coat hooks. • Ramps. • Hand bars by drinking fountain, in toilet stalls, near section of blackboard. • Door stoppers.	See also American National Standard: Specifications for Making Buildings and Facilities Accessible to, and Usable by the Physically Handicapped, developed by the American National Standard Institute, July, 1976.

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	Facility Design, Modification and Construction	
1203	GENERAL CONSIDERATIONS Provisions for the construction of new Ed.U facilities in which special education and related services are provided should include consideration of the following: • Ed.U's may convert, build or lease the necessary facilities or may use existing facilities for the purpose of establishing and maintaining classes for one or more exceptional students. • Architectural plans and specifications for every facility must include a statement of the special education functions to be served and the uses to be made of the facility. • No school construction project shall be approved unless and until the appropriate federal or state agency is satisfied in writing that adequate provisions have been made for exceptional children. • Geographical locations of the exceptional children to be served should be considered when facilities are to be purchased, converted, remodeled or constructed.	
1204	DESIGN AND CONSTRUCTION Each Ed.U shall insure that the design and construction of all new school facilities will allow for accessibility for all exceptional children and youth in accordance with existing applicable federal laws as well as state, BIA and local building requirements.	P.L. 90-480 requires that any school facility or part of a school facility constructed or altered using a federal grant or loan must be free of architectural barriers to the handicapped as of September 2, 1969.

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	General Provisions	
1300	STUDENT TRANSPORTATION Each Ed.U, in conjunction with State and/or BIA laws or regulations shall establish written policy that provides for appropriate transportation services for exceptional children, including the modification or purchase of vehicles to accommodate certain handicapped students. 1300.1 A variety of methods may be utilized by the Ed.U to meet the individual transportation needs of exceptional children. These include: • Standard school buses. • Other school carriers (mini-bus, vans). • Private vehicles. • Airplane/helicopter. • Taxi service. 1300.2 Transportation methods used for exceptional children in out of district placements might include: • Standard school buses/other school carriers. • Private vehicles. • Airplane/helicopter. • Train. • Public transportation (bus). • Taxi service.	Under P.L. 94-142, transportation·is defined as a related service and includes: (1) travel to and from school and between schools; (2) travel in and around school buildings; and (3) specialized equipment (such as special or adapted buses, lifts and ramps) if required to provide special transportation for a handicapped child. Further, Section 504 of the Rehabilitation Act of 1973 requires that if a recipient of federal financial assistance, i.e. an Ed.U, places a handicapped person in or refers such person to a program not operated by the Ed.U as a means of providing an appropriate education, then the Ed.U shall insure that adequate transportation to and from the program is provided at no greater cost than would be incurred by the person or his or her parents or guardian if the person were placed in the program operated by the Ed.U.
1301	OTHER TRANSPORTATION The Ed.U shall also make available such other transportation as may be necessary to further communication and cooperation throughout the identification, evaluation and placement of exceptional children between Indian parents and the Ed.U.	In general, Indian parents have in the past had only minimal contact with their local schools. Further, a certain amount of reluctance and misunderstanding about special education often exists due to unfortunate past circumstances. For these reasons, it is important that Ed.U's

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		strive to facilitate Indian parent involvement through such means as providing transportation for parents without means to evaluation and IEP meetings. Similarly, adequate transportation should be available for staff in terms of home visitations and other meetings in nonschool settings.
1302	COMMUNICATION OF INDIVIDUAL STUDENT EXCEPTIONALITIES TO TRANSPORTATION PERSONNEL Each Ed.U shall provide to all individuals transporting exceptional students information about the child's exceptionality, i.e., inability to hear, see or communicate, seizures or tendency to suffer motion sickness, which may cause problems during transportation.	

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	Individualized Education Program (IEP)	
1303	IEP TRANSPORTATION PROVISIONS Each Ed.U shall provide and include in the written individualized education program of the student any specialized transportation services required by an exceptional student. The following shall be included whenever appropriate: • All specialized transportation which the child requires in order to receive all special education and related services as outlined in the IEP. • All conditions which must be met in order to safely transport the child.	Refer also to the IEP Components (403) subsection under Placement.

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	Personnel Policies and In-Service Training	
1304	TRANSPORTATION PERSONNEL POLICIES Each Ed.U shall establish written policy and procedures for the transportation of exceptional students which shall include provisions for personnel and in-service training.	
1305	OPERATORS OF VEHICLES Recommended policies for vehicle operators include the following requirements: • Operators of vehicles shall receive training to become familiar with the special needs of exceptional children. • Operators of vehicles shall follow disciplinary procedures and shall report any unruly rider to the designated school administrator.	In instances where exceptional students are involved in such incidents, the administrator responsible for following up such reports shall inform the Administrator of Special Education of the problem.
1306	TRANSPORTATION AIDES OR ATTENDANTS Transportation aides shall be employed as required to insure the safety and well-being of exceptional children and the vehicle operator. Recommended policies for transportation aides or attendants include the following requirements: • A qualified aide or attendant is assigned to each vehicle that transports any child(ren) who has special needs requiring special attention which could distract the vehicle operator. • An aide or attendant shall be fluent in the native language of the student(s) who require special attention during transport. • An aide or attendant shall be an employee of the Ed.U, not a volunteer.	Because of the specific needs of some exceptional students, the Ed.U must be prepared to furnish aides in order to assure safe passage to and from school each day.
1307	IN-SERVICE TRAINING Each Ed.U shall provide in-service training to operators of vehicles transporting exceptional children to acquaint them with the special needs of those children and to provide them with the appropriate knowledge and skills to meet those needs. The Ed.U shall insure that in-service training is provided within the first six months of employment.	

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	Administrative Personnel	
1400	ADMINISTRATOR OF SPECIAL EDUCATION Each Ed.U shall consider at least the following variables when determining the administrative authority and responsibilities of the full or part time Administrator of Special Education: • Size of total school-aged population. • Number of exceptional children identified as having special education and related service needs. • Geographic size and nature (rural, remote, isolated) of the Ed.U service area including distances between Ed.U's. • Organizational pattern of Ed.U. • Ed.U Special Education Service Delivery Plan. • Number of projected staff including size and responsibilities of current staff. • Per pupil expenditure of both regular and exceptional students. • Cultural and language diversity of the Indian students. • Climate. • Transportation options.	
1401	SUPERVISION OF SPECIAL EDUCATION PROGRAMS The Administrators of Special Education shall be responsible for the supervision and coordination of the special education program.	Responsibility for the supervision of special education staff frequently rests with the Administrator of Special Education and the appropriate building principal. Depending upon the Ed.U organizational pattern, additional individuals, i.e., department head, teacher supervisor, curriculum supervisor, etc. may also assume a supervisory role.
1402	ADMINISTRATOR OF INDIAN EDUCATION Each Ed.U shall consider at least the following variables when determining the administrative authority and responsibility of the full or part time administrator of Indian education programs:	

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	• Total number of Indian students served by the Ed.U. • Cultural and language diversity of the Indian student population. • Identified special educational and culturally related academic needs of Indian children and youth as indicated in Indian education plans and formal needs assessments. • Number, type and scope of Indian education program(s) and/or projects to be administered. • Geographic size and nature (rural, remote, isolated) of the Ed.U service area including distances between Ed.U's. • Climate. • Transportation options.	
1403	SUPERVISION OF INDIAN EDUCATION PROGRAMS Responsibility for supervision of the Indian education program shall be with the Administrator of Indian Education.	

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	Special Education, Related Services and Indian Education Personnel and Responsibilities	
1404	SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL Special education and related services personnel should include: • Supervisors: person(s) qualified to supervise the provision of special education, including the building principal. • Special education teachers: all categorical and noncategorical teachers who provide special education services to handicapped and gifted and talented children--may include prevocational and vocational special education teachers. • Paraprofessionals: including classroom aides, school bus aides, dormitory aides. • Related services personnel: a. Psychologist/diagnostician. b. Speech pathologist. c. Audiologist. d. Social worker. e. School nurse/registered nurse. f. Physical therapist. g. Occupational therapist. h. Physician. i. Psychiatrist. j. Adaptive physical education teacher. k. Music/art/dance therapist. • Interpreters/translators: includes native language translation as well as interpretation for the deaf.	
1405	INDIAN EDUCATION PERSONNEL Indian education personnel may include: • Supervisors: person(s) qualified to supervise the provision of Indian education, including the building principal. • Indian education teachers: teachers who provide any services to meet the special educational and culturally related academic needs of Indian students. • Paraprofessionals: teacher aides. • Home/school community coordinators.	Depending upon the type of program, Indian education personnel should possess competence in the appropriate native language and/or possess knowledge and understanding of Indian or tribal culture and history.
1406	SPECIAL EDUCATION POSITION DESCRIPTIONS Each Ed.U shall develop position descriptions specifying responsibilities and minimum qualifications for training and experience for all special education,	The matrix on pages 112-113 depicts some of the special education duties

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	related services and Indian education personnel involved in the education of exceptional students.	performed by personnel involved in special education service delivery on and near reservations.

SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL AND RESPONSIBILITIES[1]

	RESPONSIBILITIES							
PERSONNEL	Formulates Policies and Procedures for Special Education Programs	Designs the Comprehensive Ed.U Special Education Service Delivery Plan	Develops the LEA Application Required Under P.L. 94-142	Prepares Special Education Budget	Responsible for Program Accessibility	Designs Transportation Plan	Controls Special Education Expenditures[4]	Evaluates Special Education and Related Services Programs
Superintendent	P	P		P	P	P	P	S
Special Education Administrator	P	P	P	P	P	P	P	P
Building Principal	S	S	S	S	S	S	S	S
Supervisor		S	S			S		P
Special Education Teachers[2]								
Aide(s)								
Psychologist/Diagnostician								
Social Worker								
School Nurse								
Related Services Personnel[3]						S		
Translator/Interpreter								
Indian Education Administrator/Specialist/Teacher		S						

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[1] Responsibilities Key: P = Primary; S = Support.

[2] Special Education Teacher - Includes all categorical and noncategorical teachers of handicapped and gifted and talented children who provide any special education services full or part time. May include prevocational and vocational special education teachers.

Maintains a Continuous Liaison with Human Service Agencies (Federal, State, Tribal)	S	P										S
Assists Special Education Advisory Panel	S	P									S	
Recruits and Selects Special Education Professional Personnel	S	P	S	S								
Recruits and Selects Special Education Paraprofessional Personnel	S	P	S	S	S							
Evaluates Special Education Professional Personnel	P	P	P	P								
Coordinates In-service Training for Professional Staff	P	P	P	S								S
Conducts In-service Training for Professional Staff		P	P	P	P		P	P		P		P
Coordinates Child Identification Activities		P	S									S
Screens Children to Identify Those who may Need Special Services			P		P	S	P	P	P	P		
Responsible for Referral Follow Through		P	S									
Serves as Member of the Multi-Disciplinary Evaluation Team		P	S		P		P	S	S	P		S
Conducts Assessments of Children Referred for Special Services			S		P		P	P	S	P		
Administers and Interprets Psychological Tests							P			S		
Develops and Reviews Student IEP's		S	S	S			P	P	S	P		S
Contributes to Final Decision on Educational Placement	P	P	S									
Coordinates Due Process Procedures	S	P	P									
Coordinates Parent Surrogate Procedures	S	P										
Responsible for Maintaining and Controlling Student Records	S	P	P	S								
Home/School Liaison Activities		P	P		P			P			S	S
Makes Home Visits				P	P	S		P		S	S	S
Administers Medication									P			

[3] Related Services Personnel - Includes support services personnel such as Physical Therapists, Occupational Therapists, Speech Pathologists, Audiologists, Physicians and Psychiatrists, etc.

[4] Budget Decisions - In general, special education requests for approval of consumable items should be directed to the Building Principal. Requests for approval of non-consumable items should be directed to the Administrator of Special Education.

Policy Number	Policy Statements and Options	Policy Development Considerations
	Personnel Qualifications and Recruitment	
1407	QUALIFICATIONS OF SPECIAL EDUCATION PERSONNEL It shall be the policy of each Ed.U to require all special education personnel to be certified in the area in which he or she is providing services as set forth in state, BIA or tribal policy.	Basic to the delivery of appropriate special education and related services to exceptional students is the competence of those providing the services. The regulations implementing the comprehensive system of personnel development provisions of P.L. 94-142 require "procedures to insure that all personnel necessary to carry out the purposes of the Act are qualified." "Qualified" is further defined to mean "that a person has met state education agency approved or recognized certification, licensing, registration or other comparable requirements which apply to the area in which he or she is providing special education or related services."
1408	QUALIFICATIONS OF RELATED SERVICES PERSONNEL It shall be the policy of each Ed.U to require all personnel providing related services to be licenced or certified in the area in which he or she is providing services as set forth in state, BIA or tribal policy.	
1409	QUALIFICATIONS OF INDIAN EDUCATION PERSONNEL It shall be the policy of each Ed.U to require all Indian education personnel to be certified in the area in which he or she is providing services as set forth in state, BIA or tribal policy.	
1410	QUALIFICATIONS OF PARAPROFESSIONALS It shall be the policy of each Ed.U to require all paraprofessional personnel to meet minimum state, BIA, and/or tribal policy.	In assuring the availability of qualified staff to meet the needs of exceptional students, several states have adopted multilevel certification for paraprofessional personnel

Policy Number	Policy Statements and Options	Policy Development Considerations
		based on training and experience. Entrance requirements for such programs frequently include high school graduation or its equavalent.
1411	AFFIRMATIVE ACTION IN EMPLOYING INDIAN PERSONNEL Each Ed.U shall make affirmative efforts to seek, recruit and employ qualified persons who share the same culture and language of the Indian children and youth served by the Ed.U. 1411.1 In seeking Indian professional personnel, the following qualified individuals should be given preference in employment: ● Member of the same Indian tribe. ● An Indian of another tribe. ● An individual fluent in the student's native language(s).	Numerous federal statutes and a subsequent U.S. Supreme Court ruling, Morton v. Mancari, 1974, have firmly established the legality of Indian preference in employment with the BIA. Apart from Indian preference as an employment criterion designed to further the cause of Indian self-government and make the BIA more responsive to the needs of its constituent groups, the Indian Education Act of 1972, P.L. 92-318, extended Indian preference to the training of individuals serving Indian students. Furthermore, Section 7(b) of The Indian Self-Determination and Education Assistance Act, P.L. 93-638, requires that contracts and grants, primarily for the benefit of Indians, to the greatest extent feasible, give preference and opportunities for training and employment to Indians in connection with the administration of such contracts and grants. Apart from the principles of Indian self-determination and Indian preference, the need for qualified educators of the same cultural background as the children served has become a major consideration in the

Policy Number	Policy Statements and Options	Policy Development Considerations
		improvement of educational opportunities for Indian students at all levels of education for reasons such as the following: (1) to provide positive role models for Indian children, (2) to foster trust and better relations between the school and Indian community, and (3) to encourage sensitivity and understanding with respect to Indian culture and language.
1412	AFFIRMATIVE ACTION IN EMPLOYING THE HANDICAPPED Ed.U's shall make affirmative efforts to seek, recruit and employ qualified handicapped individuals.	Section 84.11 of the regulations implementing Section 504 of P.L. 93-112 requires Ed.U's receiving federal financial assistance under P.L. 94-142 to employ and advance qualified handicapped persons in programs assisted under that Act.
1413	REASONABLE ACCOMMODATION FOR THE HANDICAPPED Each Ed.U shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee through such means as the following: • Making facilities used by employees readily accessible to and usable by handicapped persons. • Job restructuring. • Part time or modified work schedules. • Acquisition or modification of equipment or devices. • Provision of readers or interpreters.	Section 84.12 of the Section 504 regulations further requires Ed.U's receiving federal financial assistance to make reasonable accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the Ed.U can demonstrate that the accommodation would impose an undue hardship on the operation of its program.

Policy Number	Policy Statements and Options	Policy Development Considerations
	Staff Development	
1414	GENERAL PROVISIONS Each Ed.U shall develop written policy statements which support ongoing professional development of all special education, related services and Indian education personnel. Such policies shall include: • Opportunities for all staff members to participate in professional development activities. Among the variety of activities that may contribute to the increased skills and professional knowledge of staff members are: a. In-service training. b. College courses. c. Conferences or workshops (national, regional, state or local). d. Activities of professional organizations. e. Visits to other programs both within and outside the Ed.U. f. Exchange visits between regular educators, special educators and other specialized educators. • Incentives to encourage all staff to maintain and upgrade their professional abilities by participating in approved professional development activities. Incentives may include, but are not limited to: a. Arranging released time for such activities. b. Paying part or all of the expenses involved in attending approved conferences. c. Providing tuition waivers for college courses. d. Arranging for college courses to be taught off-campus at local schools. e. Giving salary step credit. f. Paying for participation in in-service training. g. Giving academic credit for in-service training. h. Developing and implementing an in-service program. • Cooperative planning for personnel development which involves employees and their organizations, students and parents and other support personnel.	The regulations implementing P.L. 94-142 require that LEA applications submitted by Ed.U's contain procedures for the implementation and use of the state or BIA Comprehensive System of Personnel Development (CSPD). Some of the major components of the CSPD include: 1) the in-service training of general and special educational, instructional and support personnel; 2) detailed procedures to assure that all personnel necessary to carry out the purposes of this Act are appropriately and adequately prepared and trained; and 3) effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials developed through such projects.

Policy Number	Policy Statements and Options	Policy Development Considerations
	• Evaluation of the impact of personnel development activities upon staff knowledge and skills.	
1415	MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS The Ed.U shall encourage special education, related services and Indian education personnel to participate in professional organizations as a means for professional development.	Refer to the nongovernmental national organizations concerned with the education of exceptional students and Indian students in the Resource section of this guide for a listing of special education and Indian education organizations.

Policy Number	Policy Statements and Options	Policy Development Considerations
	In-service Training	
1416	PROVISION OF IN-SERVICE TRAINING Each Ed.U shall provide ongoing in-service training for all staff members involved in the provision of services to Indian exceptional students. Options for providing in-service training include: • The Ed.U provides direct in-service training. All responsibility for planning, coordination and delivery of training rests with the Ed.U. • The Ed.U may enter into an agreement with another Ed.U(s) to provide in-service training. • The Ed.U may elect to enter into an agreement or contract with public, private or tribal agencies or institutions or consultants to provide in-service training.	
1417	IN-SERVICE TRAINING PLAN Each Ed.U shall annually plan in-service training for all staff members involved in the education of exceptional children. The in-service training plan should include at least the following components: • Identification of special education and Indian education areas in which training is needed. • Specification of the kinds of personnel requiring training. • Description of the content and nature of training for each area of training need. • Description of the training to be provided. • Specification of funding sources and time frame for the training. • Specification of procedure for evaluating the extent to which training objectives are met.	While extensive in-service training will be required to develop the attitudes and skills necessary to serve handicapped children as required by federal mandates for the handicapped, educators must also learn to work effectively with culturally different Indian students.
1418	SPECIAL EDUCATION IN-SERVICE TRAINING Each Ed.U shall, based on the in-service training plan, offer to all its staff involved in the education of exceptional students special education in-service training opportunities. Such training may include, but not be limited to: • Characteristics of exceptional children: definitions, etiology, incidence. • Special education methods and techniques. • Curriculum for exceptional students. • Rights of exceptional children and their parents. • Individualized education programs.	

Policy Number	Policy Statements and Options	Policy Development Considerations
	• Child identification procedures and techniques. • Protections in evaluation. • Least restrictive environment. • Procedural safeguards. • Early childhood education. • Vocational education. • Child abuse and neglect.	
1419	INDIAN EDUCATION IN-SERVICE TRAINING Each Ed.U shall, based on the in-service training plan, offer to all its staff involved in the education of Indian exceptional students Indian education in-service training opportunities. Such training may include, but not be limited to: • Learning characteristics of Indian students. • Indian education methods and techniques. • Indian (tribal) culture and language. • Culturally relevant curriculum and instructional materials. • Indian (tribal) music, dance and art. • Indian (tribal) history and political organization. • Indian (tribal) attitudes and beliefs toward exceptional persons. • Traditional and contemporary Indian customs. • Cross-cultural communication.	Presently there is an acute shortage of qualified Indian professionals in special education and related services areas. For this reason, it is imperative that personnel working with Indian exceptional children be provided training in Indian education to develop their knowledge and skills in working with Indian children and their parents.
1420	IDENTIFICATION OF STAFF INVOLVED IN IN-SERVICE TRAINING PROGRAMS Each Ed.U shall offer in-service training for all personnel involved in the education of Indian exceptional children. Such staff include but are not limited to: • Ed.U Personnel a. Policy makers (Board). b. Administrators - regular, special and Indian education, etc. c. Teachers - regular, special and Indian education, etc. d. Paraprofessionals - instructional and dormitory aides. e. Related Services Personnel 1. Psychologist/Diagnostician. 2. Speech and Language Clinician. 3. Audiologist. 4. Social Worker. 5. Registered Nurse. 6. Physical Therapist. 7. Occupational Therapist.	

Policy Number	Policy Statements and Options	Policy Development Considerations
	8. Physician. 9. Psychiatrist. 10. Recreational Therapist. 11. Counselor. f. Translators/Interpreters. g. Dormitory personnel. h. Advisory Committee Members - special education, Indian education, etc. i. Transportation Personnel. j. Students. k. Parents, including surrogates. l. Hearing Officers.	
	● Education and Related Personnel Outside the Ed.U. a. Institution staff(s). b. Private school staff(s). c. Tribal staff(s). d. BIA Social Services staff(s). e. Indian Health Service staff(s). f. State Human Service Agency staff(s). g. Judicial personnel. h. Advocacy personnel. i. Higher education personnel.	As Ed.U's work with personnel outside their own jurisdiction involved in the education of exceptional children, it often becomes necessary to provide some training regarding Ed.U procedures.

Policy Number	Policy Statements and Options	Policy Development Considerations
	Fiscal Management	
1500	FUNDS FOR SPECIAL EDUCATION PROGRAMMING FOR INDIAN EXCEPTIONAL STUDENTS State, BIA and local funds should be provided to meet the basic costs of special education for Indian exceptional students. These funds may be supplemented with federal funds, which are available from several sources. The Ed.U should establish procedures to guide the effort to obtain federal funds. These procedures should include: • Designation of an individual responsible for identifying sources of funds. • Specification of procedures for determining priorities for use of funds from various sources. • Establishment of procedures for developing proposals, grants, budgets, etc. for obtaining such funds. • Establishment of communication with state and BIA agencies that administer allocations and grants provided to the states and BIA from the respective federal agencies.	The longstanding federal presence in Indian education includes the operation of the Bureau school system for Indian students as well as basic support programs and supplemental programs assisting Ed.U's educate Indian students on and near reservations. In addition, federal funding for special education is supplemental to state, BIA (school and system) and local funding. The Ed.U should be familiar with the state and/or BIA regulations and requirements guiding the spending and allocations of special education funds from state and federal sources. Refer to the Selected Federal Agencies and Programs Providing Financial Assistance to State, BIA, Tribal or Indian Community Controlled or Cooperative Ed. U's subsection of the Resource Section (Part IV) of this guide for a listing of sources of federal funds for the education of Indian exceptional children.
1501	FISCAL ACCOUNTABILITY Each Ed.U administering special education for exceptional students should establish a fiscal accountability system that allows for and indicates cost-effective decision making for educational programming. This system should, at a minimum, meet the following criteria:	

Policy Number	Policy Statements and Options	Policy Development Considerations
	- It should be consistent with state, BIA and local requirements and acceptable accounting procedures. - Requirements for record keeping should be kept to a minimum so that the educational costs of exceptional students can be tracked effectively. - The personnel responsible for decision making and management of expenditures for special education of exceptional students should be specified. - Expenditures for special education of exceptional students should be kept separate from regular and other categorical program expenditures. - Fiscal decisions should be based on written IEP's for exceptional students to insure that services specified in IEP's are provided.	

SECTION IV:

RESOURCES

1. FEDERAL/NATIONAL RESOURCES
2. STATE RESOURCES
3. MATERIAL RESOURCES

Selected Federal Agencies Concerned with Special Education and/or Indian Education

I. EDUCATION DEPARTMENT

A. Office of Special Education and Rehabilitative Services

- Office of Special Education, 400 Maryland Avenue, SW, Donohoe Building, Washington, DC 20202. (202) 245-9661.

  1. State Plan Program for the Education of Handicapped Children (Part B, EHA, P.L. 94-142)
  2. Handicapped Regional Resource Centers
  3. Handicapped Personnel Preparation
  4. Handicapped Innovative Programs - Programs for Severely Handicapped Children
  5. Program for the Education of Handicapped Children - State Operated or Supported Schools
  6. Education for Gifted and Talented Children and Youth

- Rehabilitation Services Administration, 330 C Street, SW, Washington, DC 20201. (202) 245-8492.

  1. Rehabilitation Services and Facilities - Basic Support
  2. Rehabilitation Services and Facilities - Special Projects

- National Institute of Handicapped Research, Office of Human Development Services, 330 C Street, SW, Washington, DC 20201. (202) 245-0565.

B. Office of Elementary and Secondary Education

- Division of Education for the Disadvantaged, 7th and D Streets, SW, Washington, DC 20202. (202) 245-2722.

  1. Educationally Deprived Children - Local Educational Agencies (Title I)

- Division of School Assistance in Federally Affected Areas, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-8118.

  1. School Assistance in Federally Affected Areas - Maintenance and Operation (Impact Aid)

- Office of Indian Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-8060.

  1. Indian Education - Grants to Local Education Agencies
  2. Indian Education - Special Programs and Projects
  3. Indian Education - Adult Indian Education
  4. Indian Education - Grants to Indian Community Controlled Schools

- Office of Libraries and Learning Resources, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-2488.

  1. Libraries and Learning Resources (Title IV)

C. Office of Vocational and Adult Education

- Division of Research and Demonstration, Office of Vocational and Adult Education, 7th and D Streets, SW, Washington, DC 20202. (202) 245-9634.

  1. Vocational Education - Contract Program for Indian Tribes and Indian Organizations

D. Office of Bilingual Education and Minority Languages Affairs

- Office of Bilingual Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-2600.

  1. Bilingual Education (Title VII)

E. Office for Civil Rights

- Office of Public Affairs, Office for Civil Rights, 300 C Street, SW, Switzer Building, Room 5000, Washington, DC 20201. (202) 245-7680.

  1. Civil Rights Compliance Activities

II. DEPARTMENT OF HEALTH AND HUMAN SERVICES

A. Health Services Administration

- Indian Health Service, Public Health Service, 5600 Fishers Lane, Rockville, MD 20852. (301) 443-1087.

  1. Indian Health Services - Health Management Development Program

B. Office of Human Development Services

- Administration for Children, Youth and Families, P.O. Box 1182, Washington, DC 20013. (202) 755-7790.

  1. Administration for Children, Youth and Families (Head Start)
  2. Child Abuse and Neglect Prevention and Treatment

- Administration for Native Americans, 200 Independence Avenue, SW, Room 3576, Hubert Humphrey Building, Washington, DC 20201. (202) 426-3960.

III. DEPARTMENT OF THE INTERIOR

A. Bureau of Indian Affairs

- Office of Indian Education Programs, 18th and C Streets, NW, Washington, DC 20240. (202) 343-2175.

  1. Indian Education - Educational Assistance to Public Schools (JOM)

- Office of Indian Services, 18th and C Streets, NW, Washington, DC 20240. (202) 235-2756.

  1. Indian Social Services - Child Welfare Assistance

IV. DEPARTMENT OF LABOR

- Employment and Training Administration, 601 D Street, NW, Washington, DC 20213. (202) 376-6905.

    1. Comprehensive Employment and Training Programs (CETA)
    2. Employment and Training - Indians and Native Americans
    3. Job Corps

V. CIVIL SERVICE COMMISSION

- Office of Selective Placement, 1900 E Street, NW, Washington, DC 20415. (202) 632-5687.

    1. Federal Employment for the Handicapped

VI. OTHER GOVERNMENT AGENCIES

- Older Americans Volunteer Programs, 806 Connecticut Avenue, NW, Washington, DC 20525. (202) 254-7310.

    1. ACTION - Foster Grandparent Program

*Selected Federal Agencies and Programs Providing Financial Assistance to State (public), BIA, Tribal or Indian Community Controlled or Cooperative Ed.U's**

I. EDUCATION DEPARTMENT

A. Office of Special Education and Rehabilitative Services

- Office of Special Education

1. HANDICAPPED PRESCHOOL AND SCHOOL PROGRAMS (PART B, EDUCATION OF THE HANDICAPPED ACT)

   Objectives: To provide grants to states to assist them in providing a free, appropriate public education to all handicapped children.

   Population Served: Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, or children having specific learning disabilities who require special education and related services.

   Eligible Applicants: State education agencies and Bureau of Indian Affairs.

   Authorization: Education of the Handicapped Act, Title VI, Part B; P.L. 91-230; as amended by P.L. 93-380 and P.L. 94-142; as amended by Part D, Section 1341 of the Education Amendments of 1978; 20 U.S.C. 1411-1419.

   Contact: Division of Assistance to the States, Office of Special Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 472-2263.

2. HANDICAPPED REGIONAL RESOURCE CENTERS (see also National Resource Programs)

   Objectives: To establish regional resource centers which provide advice and technical services to educators for improving the education of handicapped children.

   Population Served: Handicapped children served by the Regional Resource Centers.

   Eligible Applicants: Institutions of higher education, state education agencies, local education agencies or combinations of such agencies or institutions within particular regions of the United States.

   Authorization: Education of the Handicapped Act, Title VI, Part C, P.L. 91-230; 20 U.S.C. 1421.

   Contact: Learning Resources Branch, Division of Media Services, Office of Special Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 472-1366.

3. HANDICAPPED PERSONNEL PREPARATION

Objectives: To improve quality and increase supply of teachers, supervisors, administrators, researchers, teacher educators, speech correctionists and other special personnel such as specialists in physical education and recreation, and paraprofessionals. Training of regular education teachers, supervisors, and administrators.

Population Served: Stipends go to students: (1) preparing for work with handicapped children; (2) engaged in work with handicapped children as a teacher, supervisor, administrator or researcher; or (3) engaged or preparing to engage in employment as physical educators or recreational personnel for the handicapped.

Eligible Applicants: Institutions of higher education, state education agencies, local education agencies, nonprofit public or private agencies.

Authorization: Education of the Handicapped Act, Title VI (Part F, Section 631, 632, and 634); P.L. 91-230; as amended by P.L. 93-380, Education Amendments of 1974; as amended by P.L. 95-49, education amendments of 1976; 20 U.S.C. 1431, 1432, and 1434.

Contact: Division of Personnel Preparation, Office of Special Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-9886.

4. HANDICAPPED INNOVATIVE PROGRAMS - PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN

Objectives: To improve and expand innovative educational/training services for severely handicapped children and youth; and improve the general acceptance of such people by the general public, professionals and possible employers.

Population Served: Severely handicapped children and youth who require special education/training and related services.

Eligible Applicants: Public and private nonprofit agencies, organizations or institutions.

Authorization: Education of the Handicapped Act, Title VI, Part C, Section 624; P.L. 91-230; 20 U.S.C. 1424.

Contact: Programs for Severely Handicapped Children and Youth, Special Needs Section, Office of Special Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 472-2535.

5. PROGRAM FOR THE EDUCATION OF HANDICAPPED CHILDREN - STATE OPERATED OR SUPPORTED SCHOOLS

Objectives: To extend and improve comprehensive educational programs for handicapped children enrolled in state-operated or state-supported schools.

Population Served: Handicapped children classified by the state, through age 20 and not having completed grade 12, whose free public education is the responsibility of the state.

Eligible Applicants: State agencies and state-supported and state-operated schools for handicapped children. Local educational agencies may participate on behalf of children who were formerly enrolled in state agencies.

Authorization: Elementary and Secondary Education Act of 1965, Title I; P.L. 89-10, as amended by Public Laws 89-313, 93-380 and 94-142; 20 U.S.C. 241c(a)(5).

Contact: Division of Assistance to States, Office of Special Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 472-4825.

6. EDUCATION FOR GIFTED AND TALENTED CHILDREN AND YOUTH

Objectives: To support state and local planning, development, operation and improvement of programs and projects designed to meet the special educational needs of the gifted and talented at preschool, elementary and secondary levels; development and dissemination of information pertaining to such education; in-service training of educational personnel working with gifted and talented and their supervisors; leadership training, including internships: and model or exemplary projects.

Population Served: Gifted and talented children and youth; personnel engaged or preparing to engage in educating gifted and talented children or as supervisors of such personnel; and other leadership personnel.

Eligible Applicants: Public or private agencies, state educational agencies, local educational agencies, institutions of higher education, and other appropriate nonprofit agencies.

Authorization: Education Amendments of 1974, Title IV, Section 404, Public Law 93-380; 20 U.S.C. 821.

Contact: Director, Gifted and Talented Staff, Office of the Deputy Commissioner, Office of Special Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-2482.

- Rehabilitation Services Administration

1. REHABILITATION SERVICES AND FACILITIES - BASIC SUPPORT

Objectives: To provide vocational rehabilitation services to persons with mental and/or physical handicaps. Priority service is placed on needs of those persons with the most severe disabilities.

Population Served: Eligibility for vocational rehabilitation services is based on the presence of a physical and/or mental disability, which for such individual constitutes or results in a substantial handicap to employment, and a reasonable vocational rehabilitation service may reasonably be expected to benefit the individual in terms of employability.

Eligible Applicants: State agencies designated as the sole state agency to administer the vocational rehabilitation program.

Authorization: Rehabilitation Act of 1973; P.L. 93-112 as amended by Public Laws 93-516, 94-230, and 95-602; 29 U.S.C. 701.

Contact: Director, Division of Resource Management, Rehabilitation Services Administration, Office of Human Development Services, 330 C Street, SW, Washington, DC 20201. (202) 245-0085.

2. REHABILITATION SERVICES AND FACILITIES - SPECIAL PROJECTS

Objectives: To provide funds to state vocational rehabilitation agencies and public or nonprofit organizations for projects and demonstrations which hold promise of expanding and otherwise improving services for the mentally and physically handicapped over and above those provided by the Basic Support Program Administered by states.

Population Served: Physically, mentally or emotionally handicapped persons, with emphasis on those with the most severe disabilities.

Eligible Applicants: Projects with industry-employers and other organizations, and all other public or private nonprofit institutions or organizations. Grants cannot be made directly to individuals. Client assistance projects and migrant farm worker projects are funded by grants to state rehabilitation agencies only.

Authorization: Rehabilitation Act of 1973, P.L. 93-112, Sections 112, 120, 301(b)(c), 302(b) (c), 304(b) (2), 304(b)(3), 304(c)(d), 304(e), 305, P.L. 94-230 (1976); 29 U.S.C. 701.

Contact: Director, Division of Innovation Programs, Rehabilitation Services Administration, Office of Human Development Services, 330 C Street, SW, Washington, DC 20201. (202) 245-0073.

- National Institute of Handicapped Research

1. NATIONAL INSTITUTE OF HANDICAPPED RESEARCH

Objectives: To support research and its utilization to improve the lives of people of all ages with physical and mental handicaps, especially the severely disabled through (1) identifying and eliminating causes and consequences of disability; (2) maximizing the healthy physical and emotional status of handicapped persons, their functional ability, self-sufficiency, self-development and personal autonomy; (3) preventing or minimizing personal and family, physical, mental, social, educational, vocational and economic effects of disability; and (4) reducing and eliminating physical, social, educational, vocational and environmental barriers to permit access to service and assistance and to use their abilities in daily life.

Population Served: The mentally and physically handicapped.

Eligible Applicants: Grants and cooperative agreements may be made to and contracts with states, public or private nonprofit agencies and organizations, including institutions of higher education for research projects and specialized research activities.

Authorization: Rehabilitation Act of 1973, P.L. 93-112, Title II, as amended by P.L. 95-602.

Contact: National Institute of Handicapped Research, Office of Human Development Services, 330 C Street, SW, Washington, DC 20201. (202) 245-0565.

B. Office of Elementary and Secondary Education

- Division of Education for the Disadvantaged

1. EDUCATIONALLY DEPRIVED CHILDREN - LOCAL EDUCATIONAL AGENCIES (Title I)

Objectives: To expand and improve educational programs to meet the needs of educationally disadvantaged children in low income areas whether enrolled in public or private elementary and secondary schools.

Population Served: Educationally deprived children residing in low income areas.

Eligible Applicants: Department of Education in states and outlying areas, Bureau of Indian Affairs.

Authorization: Elementary and Secondary Education Act of 1965; Title I; P.L. 89-10 as amended.

Contact: Division of Education for the Disadvantaged, Office of Elementary and Secondary Education, 7th and D Streets, SW, Washington, DC 20202. (202) 245-2722.

- Division of School Assistance in Federally Affected Areas

1. SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS - MAINTENANCE AND OPERATION (Impact Aid)

Objectives: To provide financial assistance to local educational agencies upon which financial burdens are placed; to provide major disaster assistance; to provide assistance for the education of children residing with a parent who, at any time during the 3-year period preceding the fiscal year of application, was a refugee meeting requirements of the Migration and Refugee Assistance Act of 1962 provided payment was not made under Section 2(b)(4) of that Act.

Population Served: Public elementary and secondary school children.

Eligible Applicants: Local educational agencies which provide free public elementary or secondary education.

Authorization: Federally Impacted Areas, Titles I and IV, of P.L. 81-874, as amended.

Contact: Division of School Assistance in Federally Affected Areas, Office of Elementary and Secondary Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-8118.

- Office of Indian Education

1. INDIAN EDUCATION - GRANTS TO LOCAL EDUCATIONAL AGENCIES

Objectives: To provide financial assistance to local educational agencies to develop and implement elementary and secondary school programs designed to meet the special education and culturally related academic needs of Indian children.

Population Served: Indian children enrolled in eligible local educational agencies.

Eligible Applicants: Local educational agencies with at least 10 Indian children or in which Indians constitute at least 50% of the total enrollment. The requirements shall not apply to any such agencies serving Indian children in Alaska, California, and Oklahoma, or located on, or in proximity to, an Indian reservation. Certain Indian tribes or tribal organizations which operate a school for the children of a tribe are deemed to be local educational agencies.

Authorization: P.L. 92-318, Title IV, Part A, as amended, 20 U.S.C. 241aa.

Contact: Division of LEA Assistance, Office of Indian Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-9195.

2. INDIAN EDUCATION - SPECIAL PROGRAMS AND PROJECTS

Objectives: To plan, develop and implement programs and projects for the improvement of educational opportunities for Indian children.

Population Served: Indian children.

Eligible Applicants: State education agencies, local education agencies, federally supported elementary and secondary schools for Indian children, tribal and other Indian community organizations and institutions of higher education.

Authorization: P.L. 92-318, Title IV, Part B, as amended, 20 U.S.C. 887c.

Contact: Division of Special Programs and Projects, Office of Indian Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-8298.

3. INDIAN EDUCATION - ADULT INDIAN EDUCATION

Objectives: To plan, develop and implement programs for Indian adults.

Population Served: Indian adults.

Eligible Applicants: State education agencies, local education agencies, Indian tribes, institutions, and organizations.

Authorization: P.L. 92-318, Title IV, Part C, as amended 20 U.S.C. 1211a.

Contact: Division of Special Programs and Projects, Office of Indian Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-7525.

4. INDIAN EDUCATION - GRANTS TO NON-LOCAL EDUCATIONAL AGENCIES

Objectives: To provide financial assistance to non-local educational agencies to develop and implement elementary and secondary programs designed to meet special educational needs of Indian children.

Population Served: Indian children enrolled in non-local educational agencies and in local educational agencies which have been local educational agencies for less than 3 years, if approved.

Eligible Applicants: Non-local educational agencies meeting the eligibility factors set forth in 45 C.F.R. 186.32; local educational agencies which have been local educational agencies for less than 3 years which meet the selection criteria set forth in 45 C.F.R. 186.33.

Authorization: P.L. 92-318, Title IV, Part A, as amended, 20 U.S.C. 241aa.

Contact: Division of Special Programs and Projects, Office of Indian Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-8298.

- Office of Libraries and Learning Resources

1. LIBRARIES AND LEARNING RESOURCES (Title IV)

Objectives: To carry out a program of making grants to states for the acquisition of school library resources, the acquisition of instructional equipment, and for providing programs of testing, counseling, guidance services, projects and leadership activities for students in elementary and secondary schools.

Population Served: Children and teachers in eligible public and private nonprofit elementary and secondary schools, correctional institutions and special schools for exceptional and handicapped children.

Eligible Applicants: State education agencies and the Department of the Interior.

Authorization: Title IV of the Elementary and Secondary Education Act of 1965; P.L. 89-10 as amended by Section 401 of P.L. 93-380; 20 U.S.C. 1801 et. seq.

Contact: Office of Libraries and Learning Resources, Office of Elementary and Secondary Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-2488.

C. Office of Vocational and Adult Education

- Division of Research and Demonstration

1. VOCATIONAL EDUCATION - CONTRACT PROGRAM FOR INDIAN TRIBES AND INDIAN ORGANIZATIONS

Objectives: To make contracts with Indian tribal organizations to plan, conduct, and administer programs or portions of programs authorized by and consistent with the Vocational Education Act.

Population Served: Indian tribes and Indian tribal organizations.

Eligible Applicants: Same as Population Served.

Authorization: Vocational Education Act of 1963, Title I, Part A, Section 103, as amended by the Education Amendments of 1976, P.L. 94-482, Title II; 20 U.S.C. 2303; 90 Stat. 2170.

Contact: Division of Research and Demonstration, Office of Vocational and Adult Education, 7th and D Streets, SW, Washington, DC 20202. (202) 245-9634.

D. Office of Bilingual Education and Minority Languages Affairs

- Office of Bilingual Education

1. BILINGUAL EDUCATION (Title VII)

Objectives: To develop and carry out elementary and secondary school programs, including activities at the preschool level, to meet the educational needs of children of limited English proficiency and to demonstrate effective ways of providing such children instruction designed to enable them, while using their native language, to achieve competence in English and to develop the human and material resources required for such programs.

Population Served: Non-English speaking children or children with limited speaking ability, ages 3 through 18, who come from families whose annual income does not exceed the low annual income determined pursuant to Section 103 of Title I of the ESEA of 1965, as amended by P.L. 93-380. Children in both public and nonprofit private schools are eligible to participate.

Eligible Applicants: All states and Department of the Interior. Nonprofit organizations or institutions of an Indian tribe when operating an elementary or secondary school on a reservation.

Authorization: Bilingual Education Act, Title VII of the ESEA of 1965, P.L. 89-10, amended by P.L. 95-561; 20 U.S.C. 3221-3261.

Contact: Office of Bilingual Education and Minority Languages Affairs, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-2600.

E. Office for Civil Rights

- Office of Public Affairs

1. CIVIL RIGHTS COMPLIANCE ACTIVITIES

Objectives: To enforce Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the sex equity provisions of the Comprehensive Health Manpower Act and Nurse Training Act of 1971, and the prohibition of discrimination against handicapped persons, Section 504 of the Rehabilitation Act of 1973.

Population Served: Anyone who believes he/she has been discriminated against.

Eligible Applicants: Same as Population Served.

Authorization: Civil Rights Act of 1964, Title VI; P.L. 88-352; 42 U.S.C. 2000d. Title VII and Title VIII of the Public Health Service Act; Title IX of P.L. 92-318; Section 504 of the Rehabilitation Act of 1973; Section 407 of the Drug Abuse Office and Treatment Act of 1972; Section 321 of the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970.

Contact: Office of Public Affairs, Office for Civil Rights, 300 C Street, SW, Switzer Building, Room 5000, Washington, DC 20201. (202) 245-7680.

II. DEPARTMENT OF HEALTH AND HUMAN SERVICES

A. Health Services Administration

- Indian Health Service

1. INDIAN HEALTH SERVICES - HEALTH MANAGEMENT DEVELOPMENT PROGRAM

Objectives: To raise to the highest possible level the health of American Indians and Alaska Natives by providing a full range of curative, preventive and rehabilitative health services that include public health nursing, maternal and child health care, dental and nutrition services, psychiatric care and health education. To increase the Indian communities' capacity to man and manage their health programs. To build the capability of the American Indians to manage their health programs.

Population Served: Generally, individuals who are members of an eligible applicant tribe.

Eligible Applicants: Federally recognized tribes and tribal organizations.

Authorization: Act transferring responsibility for health services to Indians from the Bureau of Indian Affairs (BIA) (Interior) to Public Health Service; P.L. 83-568; 42 U.S.C. 2001-2004a; Indian Self-Determination Educational Assistance Act; P.L. 93-638, Section 104(b) approved January 4, 1975 (25 U.S.C. 450).

Contact: Department of Health and Human Services, Indian Health Service, 5600 Fishers Lane, Rockville, MD 20875. (301) 443-1085.

B. Office of Human Development Services

- Administration for Children, Youth and Families

1. ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES - HEAD START

Objectives: To provide comprehensive health educational, nutritional, social and other services primarily to preschool economically disadvantaged children and their families and involve parents in activities with their children so that the children will attain overall social competence.

Population Served: Full-year Head Start programs are primarily for children from age 3 up to the age when the child enters the school system, but may include some younger children. Summer Head Start programs are for children who will be attending kindergarten or elementary school for the first time in the fall. No less than 10 percent of the total enrollment opportunities in Head Start programs in each state shall be available for handicapped children.

Eligible Applicants: Any local government or private nonprofit agency which meets the requirements may apply for a grant.

Authorization: Head Start Economic Opportunity and Community Partnership Act of 1974; P.L. 93-644, Title V, Parts A-C, 42 U.S.C. 2921 et. seq. as amended.

Contact: Administration for Children, Youth and Families, Office of Human Development Services, P.O. Box 1182, Washington, DC 20013. (202) 755-7790.

2. CHILD ABUSE AND NEGLECT PREVENTION AND TREATMENT

Objectives: To assist state, local and voluntary agencies and organizations to strengthen their capacities to develop programs that will prevent, identify and treat child abuse and neglect.

Population Served: Abused or neglected children and their families.

Eligible Applicants: State or local government or other nonprofit institutions of higher learning, state or local government or other private nonprofit agencies or organizations engaged in activities related to the prevention, identification or treatment of child abuse and neglect. Public and private organizations.

Authorization: The Child Abuse Prevention and Treatment Act, Title I, as amended, P.L. 93-247. (42 U.S.C. 5101 et. seq.)

Contact: National Center on Child Abuse and Neglect, Children's Bureau, Office of Human Development Services, P.O. Box 1182, Washington, DC 20013. (202) 755-0591.

III. DEPARTMENT OF THE INTERIOR

A. Bureau of Indian Affairs

- Office of Indian Education Programs

1. INDIAN EDUCATION - ASSISTANCE TO SCHOOLS

Objectives: To assure adequate educational opportunities for Indian children attending public schools and tribally operated previously private schools.

Population Served: Children of ¼ or more degree of Indian blood with priority given to those residing on or near Indian reservations.

Eligible Applicants: Public school districts and previously private schools.

Authorization: Johnson O'Malley Act of April 16, 1934; as amended, 25 U.S.C. 452; P.L. 93-638; U.S.C. 450.

Contact: Division of Elementary and Secondary Education, Office of Indian Education Programs, Bureau of Indian Affairs, 18th and C Streets, NW, Washington, DC 20240. (202) 343-7616.

- Office of Indian Services

1. INDIAN SOCIAL SERVICES - CHILD WELFARE ASSISTANCE

Objectives: To provide foster home care and appropriate institutional care for dependent, neglected and handicapped Indian children residing on or near reservations, including those children living in jurisdictions under the BIA in Alaska and Oklahoma, when these services are not available from state or local public agencies.

Population Served: Dependent, neglected and handicapped Indian children whose families live on or near reservations or in jurisdictions under the BIA in Alaska and Oklahoma.

Eligible Applicants: Parent or guardian or person having custody of the population served.

Authorization: Snyder Act, November 2, 1921; P.L. 67-85; 42 Stat. 208; 25 U.S.C. 13; 25 C.F.R. 20.

Contact: Division of Social Services, Office of Indian Services, Bureau of Indian Affairs, 18th and C Streets, NW, Washington, DC 20240. (202) 235-2756.

IV. DEPARTMENT OF LABOR

- Employment and Training Administration

1. COMPREHENSIVE EMPLOYMENT AND TRAINING PROGRAMS

Objectives: To provide job training and employment opportunities for economically disadvantaged, unemployed and underemployed persons to assure that training and other services lead to increased earnings and enhanced self-sufficiency by establishing a flexible decentralized system of federal, state and local programs.

Population Served: Title II - Economically disadvantaged persons and unemployed, underemployed or persons in school. Time Limits: work experience - 1,000 hours in one year, 2,000 hours in five years; institutional and classroom training - 104 weeks in five years. Title II D: economically disadvantaged and unemployed 15 or more weeks or on welfare. Title IV: YCCIP--Youth, 16-19 years of age, who are in school or out of school and unemployed. Preference is given to out of school young people who experience severe problems in finding employment. YETP--Youth who are 14-21 years of age, in school and are unemployed or underemployed and who have severe handicaps in obtaining employment. SYEP--In school and out of school youth, 14-21 years of age. Youth applying for participation in these programs must meet the criteria for economically disadvantaged lower living standard level. Title VI: Unemployed 10 of the last 12 weeks or on welfare, and whose family income does not exceed 100 percent of the BLS lower living standard budget. All programs under the Act limited in duration to two and one-half years in a five-year period.

Eligible Applicants: Indian tribes on state and federal reservations.

Authorization: Titles I, II, IV, VI, and VII of the Comprehensive Employment and Training Act of 1973, as amended, P.L. 95-524, 92 Stat. 1909, 29 U.S.C. 801 note.

Contact: Employment and Training Administration, Department of Labor, 601 D Street, NW, Washington, DC 20213. (202) 376-7006.

2. EMPLOYMENT AND TRAINING - INDIANS AND NATIVE AMERICANS

Objectives: To reduce the economic disadvantages among Indians and others of Native American descent and to advance the economic and social development of such people in accordance with their goals and life styles.

Population Served: Members of state or federally recognized Indian tribes.

Eligible Applicants: Indian tribes.

Authorization: Comprehensive Employment and Training Act of 1973, Title III, as amended by P.L. 95-524, 92 Stat. 1909, 29 U.S.C. 801 et. seq.

Contact: Office of Indian and Native American Programs, Employment and Training Administration, Department of Labor, 601 D Street, NW, Washington, DC 20213. (202) 376-6102.

3. JOB CORPS

Objectives: To assist young men and women who need and can benefit from an intensive educational and vocational training program in order to become more responsible, employable and productive citizens.

Population Served: Job Corpsmembers must be ages 16 through 21 years old; be economically disadvantaged; be legal residents of the United States; be in need of additional training; be in need of a change of environment; have expressed a firm interest in joining the Job Corps; and be free of serious health or behavioral problems that would jeopardize their own safety or that of others.

Eligible Applicants: Federal, state and local government agencies including U.S. Territories, private profit and nonprofit organizations and Indian tribes and organizations having the capabilities to carry out the objectives of the program.

Authorization: Title IV of the Comprehensive Employment and Training Act of 1973 as amended by P.L. 93-567, 88 Stat. 1845, 29 U.S.C. 801 note, and P.L. 95-524, 92 Stat. 1909, 29 U.S.C. 801 note.

Contact: Employment and Training Administration, Department of Labor, 601 D Street, NW, Washington, DC 20213. (202) 376-6995.

V. CIVIL SERVICE COMMISSION

- Office of Selective Placement

1. FEDERAL EMPLOYMENT FOR THE HANDICAPPED

Objectives: To provide assistance to handicapped persons in obtaining federal employment.

Population Served: Persons with physical or mental disabilities who are interested in federal employment.

Eligible Applicants: Same as Population Served.

Authorization: Civil Service Act, P.L. 89-554, 5 U.S.C. 7153. P.L. 93-112 as amended by Public Laws 93-516, 93-508, 95-454, and 95-602.

Contact: Office of Selective Placement, Office of Personnel Management, Civil Service Commission, 1900 E Street, NW, Washington, DC 20415. (202) 632-5687.

VI. OTHER GOVERNMENT AGENCIES

- Older Americans Volunteer Programs

1. ACTION - THE FOSTER GRANDPARENT PROGRAM

Objectives: To provide part time volunteer service opportunities for low income persons age 60 and over and to render supportive person-to-person services in health, education, welfare and related settings to children having special or exceptional needs through development of community-oriented, cost-shared projects.

Population Served: Foster grandparents must be 60 years of age or over with an annual income at or below eligibility levels set by the Director of ACTION, interested in serving children, and must be physically, mentally and emotionally capable of serving the selected children on a person-to-person basis.

Eligible Applicants: Public or nonprofit private agencies or organizations including state and local governments.

Authorization: Domestic Volunteer Service Act of 1973, P.L. 93-113, Title II, Part B, Section 211(a).

Contact: Older Americans Volunteer Programs, 806 Connecticut Avenue, NW, Washington, DC 20525. (202) 254-7310.

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*Information contained in this section was obtained from the Catalog of Federal Domestic Assistance, Executive Office of the President, Office of Management and Budget, Washington, DC 20503.

Nongovernmental Organizations Conducting National Programs or Activities for the Handicapped

NATIONAL COMMITTEE* ARTS FOR THE HANDICAPPED
1701 K Street, NW
Suite 905
Washington, DC 20006
(202) 223-8007

SPECIAL OLYMPICS, INC.
1701 K Street, NW
Suite 203
Washington, DC 20006
(202) 331-1346

Advisory Groups

BUREAU OF INDIAN AFFAIRS ADVISORY COMMITTEE FOR EXCEPTIONAL CHILDREN
Bureau of Indian Affairs
18th and C Streets, NW
Washington, DC 20240
(202) 343-4071

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
425 13th Street, NW
Pennslyvania Building, Suite 326
Washington, DC 20004
(202) 376-8882

PRESIDENT'S COMMITTEE ON MENTAL RETARDATION
GSA Building, Room 2614
7th and D Streets, SW
Washington, DC 20201
(202) 245-7634

Nongovernmental National Organizations Concerned with the Education of Exceptional Students

CEC INFORMATION CENTER
The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. (703) 620-3660.
Maintains a wide variety of published and unpublished research on handicapped and gifted children, conference summaries, and other assorted information from throughout the country. This information center includes an ERIC file of documents. Ask for descriptive information.

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF
3417 Volta Place, NW, Washington, DC 20007. (202) 337-5220.

AMERICAN ACADEMY OF PEDIATRICS
1800 N. Kent Street, Room 1025, Arlington, VA 22209. (703) 525-9560.

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, INC.
1511 K Street, NW, Washington, DC 20005. (202) 347-1559.

AMERICAN ASSOCIATION ON MENTAL DEFICIENCY
5101 Wisconsin Avenue, NW, Washington, DC 20016. (202) 686-5400.

AMERICAN COALITION OF CITIZENS WITH DISABILITIES
1200 15th Street, NW, Suite 201, Washington, DC 20005. (202) 785-4265.

AMERICAN FOUNDATION FOR THE BLIND
1660 L Street, NW, Suite 214, Washington, DC 20036. (202) 467-5996.

AMERICAN OPTOMETRIC ASSOCIATION
243 North Lindburgh Boulevard, St. Louis, MO 63141. (314) 991-4100.

AMERICAN PSYCHOLOGICAL ASSOCIATION
1200 17th Street, NW, Washington, DC 20036. (202) 833-7578.

AMERICAN SPEECH, LANGUAGE AND HEARING ASSOCIATION
10801 Rockville Pike, Rockville, MD 20852. (301) 897-5700.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, NW, Washington, DC 20016. (202) 363-6963.

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
4156 Library Road, Pittsburgh, PA 15234. (412) 341-1515.

ASSOCIATION OF UNIVERSITY-AFFILIATED FACILITIES
2033 M Street, NW, Suite 406, Washington, DC 20036. (202) 333-7880.

CHILDREN'S DEFENSE FUND
1520 New Hampshire Avenue, NW, Washington, DC 20036. (202) 483-1470.

CLOSER LOOK
Parents' Campaign for Handicapped Children and Youth, 1201 16th Street, NW, Washington, DC 20036. (202) 833-4160.

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF
5034 Wisconsin Avenue, NW, Washington, DC 20016. (202) 363-1327.

CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF
5034 Wisconsin Avenue, NW, Washington, DC 20016. (202) 363-1327.

(THE) COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive, Reston, VA 22091. (703) 620-3660.

(THE) COUNCIL OF THE GREAT CITY SCHOOLS
1707 H Street, NW, Washington, DC 20007. (202) 298-8707.

COUNCIL OF STATE ADMINISTRATORS OF VOCATIONAL REHABILITATION
1522 K Street, NW, Suite 610, Washington, DC 20005. (202) 638-4634.

COUNCIL ON EDUCATION OF THE DEAF
Gallaudet College, Kendall Green, Washington, DC 20002; and Western Pennsylvania
School of the Deaf, 300 Swissdale Avenue, Pittsburgh, PA 15218.

DISABILITY RIGHTS CENTER
1346 Connecticut Avenue, NW, Suite 1124, Washington, DC 20036. (202) 223-3304.

(THE) EPILEPSY FOUNDATION OF AMERICA
1828 L Street, NW, Suite 406, Washington, DC 20036. (202) 293-2390.

LEGAL SERVICES CORPORATION
733 15th Street, NW, Washington, DC 20005. (202) 272-4000.

MUSCULAR DYSTROPHY ASSOCIATION, INC.
810 Seventh Avenue, 27th Floor, New York, NY 10019. (212) 586-0808.

NATIONAL ASSOCIATION FOR GIFTED CHILDREN
Route 5, Box 630A, Hot Springs, AK 71901. (501) 767-6933.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
1834 Connecticut Avenue, NW, Washington, DC 20009. (202) 232-8777.

NATIONAL ASSOCIATION FOR MENTAL HEALTH
1800 North Kent Street, Arlington, VA 22209. (703) 528-6405.

NATIONAL ASSOCIATION FOR RETARDED CITIZENS
1522 K Street, NW, Suite 516, Washington, DC 20005. (202) 785-3388.

NATIONAL ASSOCIATION OF THE DEAF
814 Thayer Avenue, Silver Spring, MD 20910. (301) 587-1788.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
c/o Department of Counselor Education, San Diego State University, San Diego,
CA 92182. (714) 286-6109.

NATIONAL ASSOCIATION OF COORDINATORS OF STATE PROGRAMS FOR THE MENTALLY RETARDED
2001 Jefferson Davis Highway, Suite 1010, Arlington, VA 22202. (703) 920-0700.

NATIONAL PTA-GOVERNMENTAL RELATIONS
1201 16th Street, NW, Washington, DC 20036. (202) 833-4424.

NATIONAL ASSOCIATION OF SOCIAL WORKERS
1425 H Street, NW, Suite 600, Washington, DC 20005. (202) 628-6800.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION
1201 16th Street, NW, Suite 610E, Washington, DC 20036. (202) 833-4193.

NATIONAL ASSOCIATION OF STATE MENTAL HEALTH PROGRAM DIRECTORS
1001 Third Street, SW, Suite 116, Washington, DC 20024. (202) 554-7807.

NATIONAL CATHOLIC EDUCATION ASSOCIATION
1 Dupont Circle, NW, Suite 350, Washington, DC 20036. (202) 293-5954.

NATIONAL CENTER FOR LAW AND THE HANDICAPPED
1235 North Eddy Street, South Bend, IN 46617. (219) 288-4751.

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
1435 G Street, NW, Suite 1032, Washington, DC 20005. (202) 347-3066.

NATIONAL FEDERATION OF THE BLIND, INC.
1346 Connecticut Avenue, NW, Suite 212, Washington, DC 20005. (202) 785-2974.

NATIONAL FOUNDATION
P.O. Box 2000, White Plains, NY 10602. (212) 867-8010.

NATIONAL LEGAL AID AND DEFENDERS ASSOCIATION
2100 M Street, NW, Suite 601, Washington, DC 20037. (202) 452-0620.

NATIONAL REHABILITATION ASSOCIATION
1522 K Street, NW, Suite 1120, Washington, DC 20005. (202) 659-2430.

NATIONAL SOCIETY FOR AUTISTIC CHILDREN, INC.
1234 Massachusetts Avenue, NW, Suite 1017, Washington, DC 20005. (202) 783-0125.

NATIONAL-STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND TALENTED (LTI)
316 West Second Street, PH-C, Los Angeles, CA 90012. (213) 489-7470.

(THE) NEVIL INTERAGENCY REFERRAL SERVICE
919 Walnut Street, Room 400, Philadelphia, PA 19170. (215) 627-3501.

UNITED CEREBRAL PALSY ASSOCIATION
Chester Arthur Building, 415 I Street, NW, Suite 141, Washington, DC 20001.
(202) 638-6169.

Nongovernmental National Organizations Concerned with the Education of Indian Students

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM (AIHEC)
950 South Dexter Street
Denver, CO 80222
(303) 759-9147

COALITION OF INDIAN CONTROLLED SCHOOL BOARDS (CICSB)
551 16th Street
Denver, CO 80202
(303) 573-5715

NATIONAL CONGRESS OF AMERICAN INDIANS (NCAI)
202 E Street, NE
Washington, DC 20002
(202) 546-1168

NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA)
1115 Second Avenue South
Ivy Tower Building
Minneapolis, MN 55403
(612) 333-5341

NATIONAL TRIBAL CHAIRMEN'S ASSOCIATION (NTCA)
1701 Pennsylvania Avenue, NW
Suite 406
Washington, DC 20006
(202) 343-9484

NATIVE AMERICAN RIGHTS FUND (NARF)
1506 Broadway
Boulder, CO 80302
(303) 447-8760

NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION (NAIWA)
Office of the Secretary
Women's Bureau, Department of Labor
200 Constitution Avenue, NW
Washington, DC 20210
(202) 523-6633

UNITED INDIANS OF ALL TRIBES FOUNDATION
P.O. Box 99253
Discovery Park
Seattle, WA 98199
(206) 285-4425

I. REGIONAL RESOURCE CENTERS OF THE OFFICE OF SPECIAL EDUCATION

Regional Resource Centers provide advice and technical services to educators for improving education of handicapped children. Following is a list of those Regional Resource Centers that serve states with federally recognized Indian tribes and Alaska Native entities:

Northwest Regional Resource Center
Clinical Service Building, Third Floor
1590 Willamette Street
University of Oregon
Eugene, OR 97401
(503) 686-5641

States served: Alaska,* Hawaii, Guam, Trust Territory, Washington, Idaho, Oregon, Montana, Wyoming, Samoa

California Regional Resource Center
600 South Commonwealth Avenue, Suite 1304
University of Southern California
Los Angeles, CA 90005
(213) 381-5231

States served: California

Southwest Regional Resource Center
2363 Foothill Drive, Suite G
University of Utah
Salt Lake City, UT 84109
(801) 581-6281

States served: Nevada, Utah, Colorado, Arizona, New Mexico, BIA Schools

Mid-West Regional Resource Center
Drake University
1332-26th Street
Des Moines, IA 50311
(515) 271-3936

States served: North Dakota, Oklahoma, South Dakota, Nebraska, Kansas, Missouri, Arkansas

Mid-East Regional Resource Center
George Washington University
1901 Pennsylvania Avenue, NW
Suite 505
Washington, DC 20006
(202) 676-7200

States served: Maryland, Delaware, West Virginia, North Carolina

Southeast Regional Resource Center
Auburn University at Montgomery
Montgomery, AL 36117
(205) 279-9110

States served: Louisiana, Mississippi, Alabama, Georgia, South Carolina, Florida, Puerto Rico, Virgin Islands

Northeast Regional Resource Center
New Jersey State Department of Education
168 Bank Street
Hightstown, NJ 08520
(609) 448-4773

States served: Maine, Vermont, New Hampshire, Rhode Island, Massachusetts, New Jersey, Connecticut

*States that are underlined are those states with federally recognized Indian tribes.

New York State Regional Resource Center
New York State Department of Education
55 Elk Street
Albany, NY 12234
(518) 474-2251

States served: New York

II. OFFICE FOR CIVIL RIGHTS REGIONAL OFFICES

The Office for Civil Rights provides information on federal laws prohibiting discrimination against persons on the basis of race, color, national origin, religion, sex, age or mental and physical handicap. Following is a list of those Regional Offices serving states with federally recognized Indian tribes:

Office for Civil Rights
Department of Health and Human Services
140 Federal Street, 14th Floor
Boston, MA 02110

States served: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Office for Civil Rights
Department of Health and Human Services
26 Federal Plaza, 33rd Floor
New York, NY 10007

States served: New York, New Jersey, Puerto Rico, Virgin Islands

Office for Civil Rights
Department of Health and Human Services
101 Marietta Street, 10th Floor
Atlanta, GA 30323

States served: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Office for Civil Rights
Department of Health and Human Services
300 South Wacker Drive
Chicago, IL 60606

States served: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Office for Civil Rights
Department of Health and Human Services
1200 Main Tower Building
Dallas, TX 75202

States served: Arkansas, Louisiana, New Mexico, Texas, Oklahoma

Office for Civil Rights
Department of Health and Human Services
Twelve Grand Building
1150 Grand Avenue
Kansas City, MO 64106

States served: Iowa. Kansas, Missouri, Nebraska

Office for Civil Rights
Department of Health and Human Services
Federal Building
1961 Stout Street, Room 11037
Denver, CO 80294

States served: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Office for Civil Rights
Department of Health and Human Services
100 Van Ness Avenue, 14th Floor
San Francisco, CA 94102

States served: Arizona, California, Hawaii, Nevada, Guam, Trust Territories, American Samoa

Office for Civil Rights
Department of Health and Human Services
1321 Second Avenue, Room 5041 MS/508
Seattle, WA 98101

States served: Alaska, Idaho, Oregon, Washington

III. OFFICES OF INDIAN CHILD SERVICES (HEAD START)

Offices of Indian Child Services (OICS) provide special education training, technical assistance and in some instances direct services to assist Indian including Alaska Native Head Start Grantees funded through the Indian and Migrant Programs Division of the Head Start Bureau to meet the educational needs of handicapped children.

OICS Head Start Specialist
All Indian Pueblos Council
P.O. Box 6507, Station E
Albuquerque, NM 87125
(505) 247-0371, ext. 279

States served: New Mexico, Colorado

OICS Head Start Specialist
United Indians of All Tribes Foundation
P.O. Box 99253
Seattle, WA 98199
(206) 285-4425

States served: Washington, Oregon, Nevada, Utah

OICS Head Start Specialist
Arizona Affiliated Tribes, Inc.
Suite 211, 2929 East Thomas Road
Phoenix, AZ 85106
(602) 956-6941

States served: Arizona, except for Navajo

OICS Head Start Specialist
Oklahoma Indian Education Association
2227 West Lindsey, Suite 1400 A
Norman, OK 73069
(405) 329-5880

States served: Oklahoma

OICS Head Start Specialist
Alaska Federation of Natives
1577 C Street, Suite 304
Anchorage, AK 99501
(907) 274-3611

States served: Alaska

OICS Head Start Specialist
OICS-Dakota Committee Coordinating Early Childhood Education, Box 78
Yankton, SD 57078
(605) 665-6125

States served: North Dakota, South Dakota, Nebraska

OICS Head Start Specialist Navajo OICS P.O. Box 318 Fort Defiance, AZ 86504 (602) 729-5250	States served: Navajo Reservation only
OICS Head Start Specialist OICS Office P.O. Box 26 Cass Lake, MN 56633 (218) 335-2252	States served: Minnesota, Wisconsin
OICS Head Start Specialist Tri-State Tribes, Inc. Room 238 928 Broadwater Avenue Billings, MT 59102 (406) 252-7151	States served: Wyoming, Montana, Idaho

IV. DEPARTMENT OF EDUCATION INDIAN EDUCATION RESOURCE AND EVALUATION CENTERS

These information centers will (1) evaluate programs and conduct research to determine the effectiveness in meeting the special educational and culturally related academic needs of Indian children and youth, (2) provide technical assistance upon request to local educational units and parent committees, and (3) disseminate information on successful models and programs designed to meet the educational needs of Indian children.

The centers are presently in the development stage. For more information on the scope of their activities and when they will be in operation, contact the Department of Education, Office of Indian Education, 400 Maryland Avenue, SW, Washington, DC 20202. (202) 245-8060. The five proposed centers include:

Center I, serving Maine, New York, North Carolina, Florida, Michigan and Mississippi.

Center II, serving Wisconsin, Minnesota, Iowa, North Dakota, South Dakota, Nebraska, Montana and Wyoming

Center III, serving Idaho, Washington, Oregon and Alaska.

Center IV, serving Colorado, New Mexico, Utah, Arizona, Nevada and California.

Center V, serving Kansas and Oklahoma.

V. DESEGREGATION ASSISTANCE CENTERS FOR NATIONAL ORIGIN

Desegregation Assistance Centers provide direct and indirect technical assistance and training services to school districts to cope with educational problems occasioned by desegregation for national origin through Title IV of the Civil Rights Act of 1964.

Desegregation Assistance Center for National Origin
Teachers College, Columbia University
Institute for Urban and Minority Education
525 West 120th Street
New York, NY 10027
(212) 678-3155

States served: Maine, New York

Desegregation Assistance Center for National Origin
University of Miami, School of Education
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-3213

States served: Florida, North Carolina, Mississippi

Desegregation Assistance Center for National Origin
School of Education, Enders Hall 453
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
(414) 963-5663

States served: Kansas, Michigan, Minnesota, Wisconsin, Nebraska

Desegregation Assistance Center for National Origin
Coalition of Indian Controlled School Boards
511 16th Street
Denver, CO 80202
(303) 573-5715

States served: North Dakota, South Dakota, Montana, Wyoming, Utah, Colorado, Oklahoma

Desegregation Assistance Center for National Origin
University of New Mexico, College of Education
Multicultural Education Center
Albuquerque, NM 87131
(505) 277-6138

States served: Arizona, New Mexico, Nevada

Desegregation Assistance Center for National Origin
San Diego State University
5300 Campanile
San Diego, CA 92182
(714) 286-6608

States served: That part of California south of the northern boundaries of San Luis, Obispo, Kern, and San Bernadino Counties.

Desegregation Assistance Center for National Origin
Bay Area Bilingual Education League LAU Center
2168 Shattuck Avenue
Berkeley, CA 95704
(415) 549-2860

States served: That part of California not included in the above Center

Desegregation Assistance Center for National Origin
Northwest Regional Education Laboratory
Center for Bilingual Education
710 SW 2nd Avenue
Portland, OR 97204
(503) 248-6805

States served: Alaska, Washington, Oregon, Idaho

VI. TITLE VII NETWORK CENTERS

Materials Development Centers, Training Resource Centers, and Dissemination and Assessment Centers provide assistance in developing and carrying out elementary and secondary school programs, including activities at the preschool level, to meet the educational needs of children of limited English proficiency and to demonstrate effective ways of providing such children instruction designed to enable them, while using their native language, to achieve competence in English and to develop the human and material resources required for such programs.

Materials Development Centers:

National Bilingual Materials Development Center
University of Alaska
2223 Spenard Road
Anchorage, AK 99503
(907) 276-0547

Languages: Ahtena, Alutiiq, Arapaho, Arikara, Central Koyukon, Central Yup'ik, Dena'ina, Eastern Aleut, Gwich'in, Haida, Inupiaq, Lower Koyukon, Nez Perce, Northern Cheyenne, Pauite, Pit River, St. Lawrence Yup'ik, Seminole, Shoshone, Tlingit, Tongan, Tsimshian, Upper Kuskokwim, Upper Tanana, Western Aleut, Yakima

Arizona Bilingual Materials Development Center
College of Education, Box 601
University of Arizona
Tuscon, AZ 85721
(602) 626-1618

Languages: Spanish

Native American Materials Development Center
407 Rio Grande Boulevard, NW
Albuquerque, NM 87104
(505) 242-5222

Languages: Navajo

Training Resource Centers:

Indian Education Training Resource Center
Dixie Gammage Building, Room 258
Arizona State University
Tempe, AZ 85218
(602) 965-5688

Languages: Papago, Pima, Hualapai, Supai (Harasupai)

Cross Cultural Resource Center
California State University
Department of Anthropology - 6000 J Street
Sacramento, CA 95819
(916) 454-6236

Languages: Cantonese, Japanese, Kapingamarangi, Korean, Palauan, Pit River, Ponepean, Portugese, Tongan, Ulithian, Vietnamese, Yapese, Hupa, Karok, Tolowah Yurok, Ngatik, Spanish, Paiute, Samoan, Chamorro, Carolinean, Trukese, Marshallese, Tagalog, Punjabi, Ilocano, Hawaiian, Korean, Nukuoro, Woleian

Bueno Training Resource Center
Education Building, Campus Box 249
University of Colorado
Boulder, CO 80309
(303) 492-5416

Languages: Lakota, Dakota, Nakota, Cree, German, Spanish, Vietnamese, Crow, Chinese, Japanese, Thai, Northern Cheyenne, Ute, Navajo

Midwest Resource Center for Bilingual Education
500 South Dwyer Avenue
Arlington Heights, IL 60005
(312) 870-4100

Languages: Spanish, Greek, Arabic, Vietnamese, Ojibwe, Korean

Boston University Bilingual Resource and Training Center
School of Education
232 Bay State Road
Boston, MA 02215
(617) 353-3205

Languages: Chinese, French, Greek, Armenian, Passamaquoddy, Italian, Haitian-Creole, Spanish, Portuguese, Mohawk, Algonkin, Cape Verdean

American Indian Bilingual Education Center
University of New Mexico
College of Education
Albuquerque, NM 87131
(505) 277-3551

Languages: Navajo, Tewa, Keresian, Mescalero Apache

Merit Center
Temple University, Ritter Hall Annex, Room 995
Broad Street and Montgomery Avenue
Philadelphia, PA 19122
(215) 787-6258

Languages: Spanish, Chinese, Greek, Italian, Korean, Vietnamese, Yiddish, Arabic, Pennsylvania Dutch, Choctaw, German, Cherokee, French, Haitian-Creole, Russian, Portuguese, Eelaponke/Miccosukee

South Central Bilingual Resource Center
Region XIII Education Service Center
7703 North Lamar
Austin, TX 78752
(512) 458-9131

Languages: Spanish, Choctaw, Seminole, Cherokee, Greek

National Bilingual Training Resource Center
406 Hall Health GS-25
University of Washington
Seattle, WA 98195
(206) 543-9424

Languages: Spanish, Russian, Native Alaskan languages

Dissemination and Assessment Centers:

Evaluation Dissemination and Assessment Center for Bilingual Education
Education Service Center, Region XIII
7703 North Lamar
Austin, TX 78752
(512) 458-9131

Languages: Spanish, Native American languages

State Directors of Special Education

ALASKA
Director, Section on Exceptional Children and Youth, Division of Instructional Services, State Department of Education, Pouch F, Juneau, AK 99811. (907) 465-2970.

ARIZONA
Director, Special Education, State Department of Education, 1535 West Jefferson, Phoenix, AZ 85007. (602) 271-3183.

CALIFORNIA
Director, Special Education, State Department of Education, 721 Capitol Mall, Room 614, Sacramento, CA 95814. (916) 445-4036.

COLORADO
Director, Special Education, State Department of Education, State Office Building, 201 East Colfax, Denver, CO 80203. (303) 839-2727.

FLORIDA
Director, Special Education, Bureau of Education for Exceptional Students, State Department of Education, 319 Knott Building, Tallahassee, FL 32304. (904) 488-1570 or 3205.

IDAHO
Director, Special Education, Special Education Division, State Department of Education, Len Jordan Building, Boise, ID 83720. (208) 384-2203.

IOWA
Director, Special Education, Special Education Division, State Department of Public Instruction, Grimes State Office Building, Des Moines, IA 50319. (515) 281-3176.

KANSAS
Director, Special Education, Division of Special Education, State Department of Education, 120 East Tenth Street, Topeka, KS 66612. (913) 296-3866.

LOUISIANA
Director, Special Education, Special Educational Services, State Department of Education, Capitol Station, P.O. Box 44064, Baton Rouge, LA 70804. (504) 342-3641.

MAINE
Director, Special Education, Division of Special Education, State Department of Educational and Cultural Services, Augusta, ME 04330. (207) 289-3451.

MICHIGAN
Director, Special Education, Special Education Section, State Department of Education, P.O. Box 420, Lansing, MI 48902. (517) 373-1695.

MINNESOTA
Director, Special Education, Special Education Section, State Department of Education, Capitol Square, 550 Cedar Street, St. Paul, MN 55101. (612) 296-4163.

MISSISSIPPI
Director, Special Education, Division of Special Education, State Department of Education, P.O. Box 771, Jackson, MS 39205. (601) 354-6950.

MONTANA
Director, Special Education, Office of the Superintendent of Public Instruction, State Capitol, Helena, MT 59601. (406) 449-5660.

NEBRASKA
Director, Special Education, Special Education Section, State Department of Education, 223 South Tenth Street, Lincoln, NE 68508. (402) 471-2471.

NEVADA
Director, Special Education, Division of Special Education, State Department of Education, 400 West King Street, Capitol Complex, Carson City, NV 89701. (702) 885-5700, Ext. 214.

NEW MEXICO
Director, Special Education, Division of Special Education, State Department of Education, State Educational Building, 300 Don Gaspar Avenue, Santa Fe, NM 87503. (505) 827-2793.

NEW YORK
Director, Special Education, Office for the Education of Children with Handicapping Conditions, State Department of Education, 55 Elk Street, Albany, NY 12234. (518) 474-5548.

NORTH CAROLINA
Director, Special Education, Division for Exceptional Children, State Department of Public Instruction, Raleigh, NC 27611. (919) 733-3921.

NORTH DAKOTA
Director, Special Education, State Department of Public Instruction, State Capitol, Bismarck, ND 58501. (701) 224-2277.

OKLAHOMA
Director, Special Education, Division of Special Education, State Department of Education, 2500 North Lincoln, Suite 263, Oklahoma City, OK 73105. (405) 521-3351.

OREGON
Director, Special Education, Division of Special Education, State Department of Education, 700 Pringle Parkway, SE, Salem, OR 97310. (503) 378-3598.

SOUTH DAKOTA
Director, Special Education, Section for Special Education, Division of Elementary and Secondary Education, New State Office Building, Pierre, SD 57501. (605) 773-3678.

UTAH
Director, Special Education, Utah State Board of Education, 250 East Fifth South, Salt Lake City, UT 84111. (801) 533-5982.

WASHINGTON
Director, Special Education, Special and Institutional Education, Department of Public Instruction, Old Capitol Building, Olympia, WA 98504. (206) 753-2563.

WISCONSIN
Director, Special Education, Division for Handicapped Children, State Department of Public Instruction, 126 Langdon Street, Madison, WI 53702. (608) 266-1649.

WYOMING
Director, Special Education, Office of Exceptional Children, State Department of Education, Cheyenne, WY 82002. (307) 777-7416.

State Indian Education Directors/Coordinators

ALASKA
Specialist, Alaska Native Education, Section on Exceptional Children and Youth, Division of Instructional Services, State Department of Education, Pouch F, Juneau, AK 99811. (907) 465-2970.

ARIZONA
Director, Indian Education, State Department of Education, 1535 West Jefferson, Phoenix, AZ 85007. (602) 271-3183.

CALIFORNIA
Director, Bilingual/Bicultural and Indian Education, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. (916) 445-4036.

COLORADO
Director, Indian Education, Equal Education Services, State Department of Education, 201 East Colfax, Denver, CO 80203. (303) 839-2727.

IDAHO
Coordinator, Indian Education, State Department of Education, Len B. Jordan Building, Boise, ID 83720. (208) 384-2203.

KANSAS
Director, State and Federal Programs Administration, State Department of Education, 120 East Tenth Street, Topeka, KS 66612. (913) 296-3866.

MAINE
Maine Indian Education, Motakmeqewi Skulhawossol, Indian Township, ME 04668. (207) 796-5591.

MICHIGAN
Director, Indian Education, State Department of Instruction, P.O. Box 420, Lansing, MI 48902. (517) 373-1695.

MINNESOTA
Director, Indian Education, State Department of Education, 800 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101. (612) 296-4163.

MONTANA
Supervisor, Indian Education, State Department of Education, Capitol Building, Helena, MT 59601. (406) 449-5660.

NEVADA
Consultant, Indian Education, State Department of Education, 400 West King Street, Capitol Complex, Carson City, NV 89701. (702) 885-5700, Ext. 214.

NEW MEXICO
Director, Indian Education Section, State Department of Education, 300 Don Gaspar Avenue, Santa Fe, NM 87503. (505) 827-2793.

NEW YORK
Director, Native American Education Unit, State Department of Education, 55 Elk Street, Albany, NY 12234. (518) 474-5548.

NORTH CAROLINA

Director, Division of Indian Education, Room 515, Education Building, Department of Public Instruction, Raleigh, NC 27611. (919) 733-3921.

NORTH DAKOTA

Coordinator, Equal Educational Opportunity, State Department of Public Instruction, State Capitol Building, Bismarck, ND 58501. (701) 224-2277.

OKLAHOMA

Administrator, Indian Education, State Department of Education, 2500 North Lincoln, Room 251, Oliver Hodge Memorial Building, Oklahoma City, OK 73105. (405) 521-3351.

OREGON

Specialist, Title VI B, P.L. 94-142, Oregon Department of Education, 700 Pringle Parkway, SE, Salem, OR 97310. (503) 378-3628.

SOUTH DAKOTA

Director, Indian Education, State Department of Public Instruction, 804 North Euclid Avenue, Pierre, SD 57501. (605) 773-3678.

UTAH

Special Assistant, Indian Education, Utah State Board of Education, 250 East Fifth South, Salt Lake City, UT 84111. (801) 533-5982.

WASHINGTON

Superintendent, Indian Education, State Department of Public Instruction, Old Capitol Building, Olympia, WA 98504. (206) 753-2563.

WISCONSIN

Education Services Assistant, State Department of Public Instruction, 126 Langdon Street, Madison, WI 53702. (608) 266-1649.

WYOMING

Director, Program Services, Instructional Services Division, State Department of Education, Hathaway Building, Cheyenne, WY 82002. (307) 777-7416.

Gifted and Talented Consultants

ALASKA
Gifted and Talented Consultant, Office for Exceptional Education, Pouch F,
State Department of Education, Juneau, AK 99811. (907) 465-2970.

ARIZONA
Gifted and Talented Coordinator, Division of Special Education, 1535 West
Jefferson, Phoenix, AZ 85007. (602) 255-5009.

CALIFORNIA
Manager, Gifted and Talented Education Management Team, State Department of
Education, 721 Capitol Mall, Sacramento, CA 95814. (916) 445-9420.

COLORADO
Consultant, State Coordinator Gifted and Talented Student Programs, Colorado
State Department of Education, State Office Building, 201 East Colfax, Denver,
CO 80203. (303) 892-2111.

FLORIDA
Consultant, Programs for the Gifted and Talented, Department of Education,
Bureau of Education for Exceptional Students, Clemons Building A, Tallahassee,
FL 32301. (904) 488-3103.

IDAHO
Coordinator for Gifted and Talented, State Department of Education, Len B. Jordan
Building, Boise, ID 83720. (208) 384-3940.

IOWA
Consultant, Gifted and Talented Education, Grimes State Office Building, East
14th and Grand Avenue, Des Moines, IA 50319. (515) 281-3264.

KANSAS
Director, Gifted and Talented Education, Special Education Administration, State
Department of Education, 120 East Tenth Street, Topeka, KS 66612. (913) 296-3866.

LOUISIANA
Coordinator, Program for the Gifted, State Department of Education, Capitol Station, P.O. Box 44064, Baton Rouge, LA 70804. (504) 342-3636.

MAINE
Consultant, Gifted and Talented Education, Division of Special Education, State
Department of Educational and Cultural Services, Augusta, ME 04333. (207) 289-3451.

MICHIGAN
Consultant, Gifted and Talented Education, General Education Services, State
Department of Education, P.O. Box 30008, Lansing, MI 48909. (517) 373-8793.

MINNESOTA
Coordinator, Gifted Education, Division of Instruction, State Department of Education, 641 Capitol Square, St. Paul, MN 55101. (612) 296-4072.

MISSISSIPPI
Consultant, Gifted Education, Division of Instruction, Department of Education,
P.O. Box 771, Jackson, MS 39205. (601) 354-6950.

MONTANA
Consultant, Gifted and Talented Education, Office of Public Instruction, Helena, MT 59601. (406) 449-3116.

NEBRASKA
Supervisor, Programs for the Gifted, State Department of Education, 301 Centennial Mall South, Lincoln, NE 68509. (402) 471-2446.

NEVADA
Consultant, Gifted Education, State Department of Education, 400 West King Street, Carson City, NV 89710. (702) 885-5700, Ext. 214.

NEW MEXICO
Director, Gifted Education, Department of Education, Education Building, Santa Fe, NM 87503. (505) 827-2793.

NEW YORK
Supervisor, State Department of Education for the Gifted, Albany, NY 12234. (518) 474-4973.

NORTH CAROLINA
Consultant, Gifted and Talented Education, Division of Exceptional Children, State Department of Public Instruction, Raleigh, NC 27611. (919) 733-3921.

NORTH DAKOTA
Coordinator, Gifted and Talented Education, Department of Public Instruction, Division of Special Education, State Capitol, Bismarck, ND 58505. (701) 224-2277 or 2247.

OKLAHOMA
Consultant, Gifted and Talented Education, State Department of Education, Hodge Building, 2500 North Lincoln, Oklahoma City, OK 73105. (405) 521-3353.

OREGON
Specialist, Gifted and Talented Education, State Department of Education, 700 Pringle Parkway, SE, Salem, OR 97310. (503) 378-3702.

SOUTH DAKOTA
Consultant, Gifted and Talented Education, Section for Special Education, Kneip Building, Pierre, SD 57501. (605) 773-3665.

UTAH
Consultant, Gifted and Talented Education, Utah Board of Education, 250 East Fifth South, Salt Lake City, UT 84111. (801) 533-5061.

WASHINGTON
Director, Gifted and Talented Education, Department of Public Instruction, Old Capitol Building, Olympia, WA 98504. (206) 753-1140.

WISCONSIN
Supervisor, Gifted and Talented Education, Department of Public Instruction, 126 Langdon Street, Madison, WI 53702. (608) 266-2658.

WYOMING
Coordinator, Gifted Education, State Department of Education, Hathaway Building, Cheyenne, WY 82002. (307) 777-7411.

MATERIAL RESOURCES

Selected Printed and Media Materials

The following are available from THE COUNCIL FOR EXCEPTIONAL CHILDREN, 1920 Association Drive, Reston, Virginia 22091:

Abeson, A., Bolick, N., & Hass, J. A Primer on Due Process--Education Decisions for Handicapped Children. 1975.

Baldwin, Alexinia Y., Gear, Gayle H., & Lucito, Leonard J., Editors. Educational Planning for the Gifted: Overcoming Cultural, Geographic and Socioeconomic Barriers. 1978.

Ballard, J. P.L. 94-142 and Section 504: Understanding What They Are and Are Not. 1977.

Ballard, J., Nazzaro, J., & Weintraub, F.J. P.L. 94-142, The Education for All Handicapped Children Act of 1975. 1976. A multimedia package developed to help educators and parents understand the many facets of P.L. 94-142. Contents include three captioned filmstrips and three audio cassettes. A copy of the law, a question and answer document, and a printed copy of the script for each filmstrip are also included. Suggested resources are referenced to help the presenter locate relevant material for expanded discussion.

Council for Exceptional Children, The & Children's Television Workshop, The. P.L. 94-142, Implementing Procedural Safeguards--A Guide for Schools and Parents. 1978. A multimedia how-to package focusing on due process aspects as they pertain to P.L. 94-142 regarding the rights and protection of educators, parents and their children. Contains three sound-filmstrips, three audio cassettes, discussion guide, and dittomasters providing a synopsis for duplication.

Davis, S. & Ward, M. Vocational Education of Handicapped Students--A Guide for Policy Development. 1978.

Exceptional Children, a periodical published by The Council for Exceptional Children eight times a year. It contains authoritative studies and interpretations, reviews of significant books and films, and discussions of current issues.

Gilhool, T.K. The Right to Education. This tape cassette presents an overview of litigation relevant to education and rights of the handicapped to receive appropriate training.

Goltz, D. & Behrmann, M. Getting the Buck to Stop Here: A Guide to Federal Resources for Special Needs. 1979.

Grossi, J. Model State Policy, Legislation and State Plan Toward the Education of Gifted and Talented Students. 1980.

Higgins, S.T. Special Education Administrative Policies. 1977.

Insight, The Council for Exceptional Children's government news letter, published twelve times a year. It reports, analyzes and interprets current trends and developments concerning legislation at federal and state levels.

Ramirez, B.A., Pages, M., & Hockenberry, C. Special Education Programs for American Indian Exceptional Children and Youth: A Policy Analysis Guide. 1979.

Schneider, S., Lantzer, J.N., Makuch, G.J., & Larsen, L.A. Improving Services: Court Action and Child Advocacy. This tape cassette looks at a court action and child advocacy model.

Torrance, E. Paul. Discovery and Nurturance of Giftedness in the Culturally Different. 1977.

Weintraub, F., Abeson, A., Ballard, J., & Lavor, M. Public Policy and the Education of Exceptional Children. 1976.

Weintraub, F.J. Politics--The Name of the Game. This tape cassette presents some rules of political gamesmanship to assist parents, teachers, community workers and school administrators.

The following are available from THE FOUNDATION FOR EXCEPTIONAL CHILDREN, 1920 Association Drive, Reston, Virginia 22091:

Foundation for Exceptional Children, The. Talent Delayed--Talent Denied: The Culturally Different Gifted Child / A Conference Report. 1974.

Torres, S. A Primer on Individualized Education Programs for Handicapped Children. 1977.

The following are available from the NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION, 1201 16th Street, NW, Washington, DC 20036:

Analysis of P.L. 94-142.

Competency Testing, Special Education, and the Awarding of Diplomas. 1978.

Dimensions of the Future and the Challenge of Change. 1978.

Facilities Planning Guide for Special Education Programs.

Special Education Programs for Severely Handicapped Students: A Directory of State Education Agency Services.

The following are available from PARENTS' MAGAZINE FILMS, INC., Box 1000, Elmsford, New York 10523:

Children with Handicaps: What Makes Them Special? Four-set series including: (1) behavioral and emotional disabilities; (2) physical disabilities; (3) intellectual disabilities; and (4) educational and language disabilities. Each set includes five color filmstrips, cassettes or LP record, audio script booklets and discussion guides.

The Minority Child: With Pride to Progress. Four set series includes: (1) The Black Child; (2) The Puerto Rican Child; (3) The Chicano Child; and (4) The American Indian Child. Each set includes filmstrips, cassettes or LP record, audio script booklets and discussion guides.

Special Education. A three-part series including: (1) Teacher Training: Meeting the Challenges of Mainstreaming; (2) Mimi: This is Who I Am; and (3) Put Yourself in My Place. Each part includes filmstrips, cassettes or LP record, and a teacher's guide.

Working With Handicapped Children: A Special Need, A Special Love. Four set series including: (1) Support from the Family; (2) Support from Educators; (3) Support from the Helping Professions; and (4) Support from the Community. Each set includes five color filmstrips, cassettes or LP record, audio script booklets, and discussion guides.

The following are available from various governmental offices, as specified:

The Bureau of Indian Affairs is Slow in Providing Special Education Services to All Handicapped Indian Children. September 4, 1979. Available from the U.S. General Accounting Office, Distribution Section, 441 G Street, NW, Washington, DC 20548. Ask for Report #CED-79-121.

...he will lift up his head. Publication No. OHDS-76-29006. Available from U.S. Education Department, 400 Maryland Avenue, SW, Washington, DC 20202.

The following are available from various other sources, as specified:

American Indian Journal, published twelve times a year by the Institute for the Development of Indian Law, 927 15th Street, NW, Suite 200, Washington, DC 20005.

Amicus, published bi-monthly by the National Center for Law and the Handicapped, Inc., 1235 North Eddy Street, South Bend, Indiana 46617.

The Consortium for Handicapped Indian Children: A Report. 1980. Available from the National Association of State Boards of Education, 444 North Capitol Street, Washington, DC 20001. (202) 624-5845.

Journal of American Indian Education, published in January, May and October by the Office of Research and Field Service of the College of Education, Arizona State University, Tempe, Arizona 85281.

National Indian Law Library Catalogue: An Index to Indian Legal Materials and Resources, published by the Native American Rights Fund, 1506 Broadway, Boulder, Colorado 80302.

*U.S. GOVERNMENT PRINTING OFFICE : 1980 O-325-514/6515